

Lesson Plan Model¹ Lesson Title/#:

Grade Level: First Grade

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The focus of this lesson is for students to understand that math can be incorporated in multiple ways.
Content Standard What standard(s) are most relevant to the learning goals?	AR.Math.Content.1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning
Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?	Specific learning goals for this segment are for students to use the knowledge they know to add within 100 and be able to explain why a number equals that. They will use, reasoning, problem solving, think, and strategy, to help answer the math questions in their book and also to complete their math worksheet.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary	Students will need to know how to count to 100, and add and subtract within 100. Learning gaps may be that children know how to add within 100 but they have not quite grasped the subtraction yet.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch ____10____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will launch the lesson by reading them the ebook about math. This will get the students excited because they are getting to hear a story, but they will also be learning math because math is incorporated. I will pause for them to answer the math question incorporated into the story in the book and help them if they struggle.</p>
<p>Instruction ____15____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>I will engage students by allowing them the chance to answer questions and give their reasoning for why they think the math problem equals what they stated that it equaled.</p> <p>I will link the new content by starting out discussing what we already know and then move into the new content.</p>

<p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if</p>	

<p>students are meeting the intended learning objectives?</p>	
<p>Closure ____10____ Minutes</p> <p>How will you end the lesson?</p>	<p>We will close the lesson with a worksheet that incorporates addition and subtraction. I will allow the students to ask questions and I will also go over addition further because it was not incorporated into the book.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work</p>	<p>This lesson will be a lesson that does not incorporate group work. At the beginning of the lesson the students will be working as a whole to answer questions from the book.</p>

<p>with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If we have setbacks in prior lessons students may not be ready for this lesson. If that is the case I will adjust and push back the lesson and work on the things that the students are still struggling with to get them to the point that they need to be to do this lesson.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Teachers will need a computer and projector for the ebook. They will need the students worksheets as well.</p> <p>Students will need a pencil and eraser to complete their worksheets.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be</p>	
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intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.