

## Lesson Plan Model<sup>1</sup>

Lesson Title/#:

Grade Level: First Grade

### Learning Central Focus

<p><b>Central Focus</b></p> <p>What is the central focus for the content in the learning segment?</p>	The focus of the learning segment is for students to understand and communicate that they understand the meaning of place value and what it means for a number to be greater than, less than, or equal to.
<p><b>Content Standard</b></p> <p>What standard(s) are most relevant to the learning goals?</p>	AR.Math.Content.1.NBT.B.3 Compare two numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$
<p><b>Student Learning Goal(s)/ Objective(s)</b></p> <p><b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?</p>	<p>The specific learning goals for this lesson are for students to gain further knowledge about the meaning of value in numbers and to portray that they understand what we are learning.</p> <p>Students will use reasoning, thinking, and strategies to help themselves to understand the value of numbers that they are given. Example: a strategy would be, if one number is two digit and the other is one digit, the two digit is greater than the one digit number.</p>
<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students must already know how to count. They must also have to understand that the higher you count the greater the number becomes.</p> <p>Gaps in knowledge may occur with students with for example, dyslexia, that might get 12 and 21 confused.</p>

<sup>1</sup> 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

<sup>2</sup> 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><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></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 <b>this group</b> of students?</p>	
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### Instructional Strategies and Learning Tasks

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

<p><b>Launch</b> ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will launch this lesson by showing the students a number video appropriate for the lesson and asking them questions to get them excited about the lesson.</p>
<p><b>Instruction</b> ____5____ 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) to students' prior academic learning and their personal/cultural</p>	<p>To engage students in learning I will display the game board and assign the students flash cards with the greater than, less than, and equal to signs on them. When two numbers are revealed on the board, the students will hold up a flash card to tell me if the second number is, greater than, less than, or equal to the first number.</p> <p>By asking them questions that they already know I will link it to the new knowledge we are learning by telling them what they know is correct but we are going to add some new knowledge with our lesson today.</p>

<p>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><b>Structured Practice and Application</b>  <u>  15  </u>          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 students are meeting the intended learning objectives?</p>	<p>Students will have the opportunity to practice when we use the game board in our lesson.</p> <p>Students will apply what they have learned with a more formal assessment after we finish using the game board.</p> <p>I will determine if students are meeting the intended learning objective by giving them a formal assessment worksheet after we use the game board. The work sheet will ask similar questions to what we go over as a class, but not the same exact questions.</p>

<p>Closure  <u>5</u>  Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by allowing students to share new knowledge that they learned and by asking questions that they may still have about the assignment.</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 with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students may have the opportunity to work in groups if we shared the flash cards as a table and they had to discuss their answer as a group before giving it. This would allow for social interaction amongst students.</p>

<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If for some reason the projector did not work, this would change the game board plan. I could recreate it on the white board but it would be very time consuming and not as effective.</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<p>Teacher needs a computer with powerpoint, a projector, and worksheets for students.</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 intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you <b>support</b> 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?</p>	

### 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 been 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 <b>instruction</b>?</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.