

Lesson Plan Model¹

Lesson Title/#: Math Lesson

Grade Level: 1st

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>To assess as well as increase knowledge of addition and subtraction within 20 and the fluency of addition and subtraction within 10.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10 Use strategies such as: • Counting on • Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) • Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) • Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) Note: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers. 0</p>
<p>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?</p>	<p>The specific learning goals for this lesson are the ability to add and subtract within 20 and demonstrate that they know how to do so. Problem solving, thinking strategies, are required for this lesson.</p>
<p>Prior Academic Knowledge and</p>	

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>Conceptions</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 these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>They must know how to count to 20 and basic addition and subtraction knowledge.</p> <p>Students need to know how to count to 20 and know basic addition and subtraction. If they can not add small numbers that will cause a gap in learning bigger numbers.</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 ____ 3 ____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Introduce students to the lesson by asking them questions about math to see what they remember.</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) 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>Get them excited about the lesson by incorporating technology.</p> <p>Put them into word problems that could happen and this will connect it to their personal experiences and hopefully help them to understand even more what they are learning.</p> <p>What do you guys remember from our previous lesson? Who can tell me the answer to _____ ?</p> <p>Ask them questions throughout the lesson, make sure they understand what is going on.</p> <p>Students will complete the math quiz and the math assessment.</p> <p>By giving the the two math assessments.</p>
<p>Structured Practice and Application <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>Closure ___3___ Minutes</p> <p>How will you end the lesson?</p>	<p>Going over the results of our assessments as a whole.</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>By tables let the students work in groups on the powerpoint assessment.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the projector is not working the powerpoint would not project so the students can see it. I could write the questions on the board but this would be time consuming and would have to adjust to the time it would need.</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>Computer and projector.</p>
<p>What materials do the students need for this lesson?</p>	<p>Chromebooks or iPads to take their quiz on. Paper and pencil for the powerpoint assessment.</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 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?</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

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what	<i>Whole class:</i> <i>Groups of students:</i>

changes would you make to your instruction ?	<i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.