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Lesson Plan Template

Learning Segment Focus: Adding and Subtracting Within 20

Lesson 1 of 1 **Topic: Mathematics** **Date: 04/26/2021** **Grade: First Grade**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will add within 20. Students will subtract within 20. Students will answer addition and subtraction problems promptly. Students will answer addition and subtraction problems accurately.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have worked on their numbers. They can count to 120. Students have practiced multiple strategies for completing subtraction and addition problems like counting on, making tens, and creating easier known numbers. Students have thoroughly worked with word problems and learning how to set up and complete addition and subtraction problems.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students need to know how to add and subtract in their daily life. Students will develop skills to perform addition and subtraction problems accurately and quickly.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Addition** **Subtraction** **Sum** **Difference** **Equal sign** **Plus sign** **Minus sign**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will add within 20 by creating and answering addition problems. Students will subtract within 20 by creating and answering subtraction problems. Students will answer addition and subtraction problems promptly by using previously learned strategies to get to the sum or difference quickly. Students will answer addition and subtraction problems accurately by working them out and using previously learned strategies to get the sum or difference easily.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	• Smart board or overhead projector • Premade addition and subtraction questions • Rocketbook • Pen for Rocketbook
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	• Rocketbook • Pen for Rocketbook

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	**Teaching & Learning Activities (This should be a BULLETED LIST)**	**Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)**
2 minutes	**Introduction**: • **refresher**	The teacher will show the students how to write and erase on the Rocketbooks. The teacher will perform one addition problem and one subtraction problems along with the students on the board. The students will participate in the completion of the addition problem and the subtraction problem to ensure that they remember how each is performed.
15 minutes	**Instruction:** • completion of addition and subtraction problems	The teacher will put one problem at a time on the board for the students. The students will write and work out the problem individually on their own Rocketbook. Students will give the teacher a thumbs up after they have completed each problem. The students will work through a series of five addition and five subtraction problems. They will have all five of the problems worked out on the same page in their book. The teacher will scan each student's Rocketbook page into her email. After each student's work is sent to her email, the teacher will go through the problems with the students. The teacher will work out each problem slowly, explaining exactly what, how, and when she is doing each step. The students will look at their own problems on their page and decide if they completed them correctly. The students would work out the problems with the teacher if they had the wrong answer. If they had the right answer, they would make sure they remember the process. After all problems have been worked out, the teacher will ask the students if they have any

		questions or if there is any problem that they need extra help on.
5 minutes	**Closure:** • creating problems	The students will turn to a new page in their book. They will come up with two addition and two subtraction problems to turn in. They will not work these problems out but must know how to work them out. The teacher will go around and scan everyone's page into her email.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**The technology used in this lesson is a Smart Board and Rocketbooks. Using these technologies allows for all students to be able to see the problem big at the front of the room. It also allows the teacher to work the problems out and move on quickly. The Rocketbooks allow the students to save paper. They also allow the teacher to quickly send assignments to her email without having the students to have out computers or tablets. Rocketbooks keep the students from being distracted by their device but allow them to still be able to use different technologies in the classroom.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	One modification I might make for students who struggle to read from the board is to give them a paper copy of the assignment. I would also go around and assist anyone who is struggling through the problems. For students who need it, I might give them the same questions but have three choices to choose from after they work on solving the problem so that they have reassurance about it. I will make sure to talk through everything while also working it out on the board. I want to model for everyone, talk about it, and make sure no ones has questions.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	In everything, I make sure to model what the students are doing. I work through each problem while writing, showing, and talking through it. I make sure that everything I am doing makes sense for the students. We will talk through different strategies that can be used to solve the problems.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	Formative	Initial refresher
	Formative	Completing the questions
	Summative	Creating addition and subtraction problems

Research/Theory

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Dr. Karen Lea stated "Modeling also means a progression of teacher doing less and students doing more. This starts with the teacher doing most of the work for one example, then less of the work for a second example, until the fourth or fifth example when the students are doing most of the work."

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx