Lesson Plan Template

Lesson Segment Focus__Counting Forward_____ **Lesson** ___1___**of**___1___

Course & topic addressed __Math__   **Date**__11/20/19__ **Grade**__K__

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to know how to could forward, by ones, from any given number up to 100.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, students were learning all the numbers between 1-10, 11-20, 21-30, etc.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	**AR.Math.Content.K.CC.A.2 Count forward, by ones, from any given number up to 100**

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	

Materials

Materials needed by teacher for **this lesson**.	
Materials needed by students for **this lesson**.	

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins	**Introduction**: **Getting the iPads out**	During this time, I will allow my students to work with a partner of their choosing. I will assign one person in each pair to be responsible for the iPad him/her and their partner use. During this time, the student responsible will go and get the iPad, come back to their desk and wait for further instructions.
20 mins	**Instruction:** **Independent Partner Work**	During time, students will begin working with their partner. I will instruct everyone to open up the Padlet that I made and tell them all to open up the same game, "Helicopter Rescue." This game will allow them to pick which set of numbers (1-10, 11-20, 21-30, etc.) they want to work with. I know there will be a few groups that try to do the same set of numbers the whole time, so I will be walking around and making sure all sets of numbers are being practiced. When they have practiced on this game for about 10 minutes, I will tell them all to lock their iPads and pay attention to the board at the front of the class. Here I will display the game called "Underwater Counting." We will play this as a class and I will call on random students to see if the knowledge of the numbers 1-100 is being processed correctly or not. We will play this game until we find the treasure. I will then close out the game.
5 mins	**Closure:** **Putting away the iPads and Sharing the Link**	At this time, I will ask each student responsible for an iPad to take them all back to the charging dock. Once this was done, I will ask the class if they enjoyed the games they got to play. Hopefully everyone says yes. Then I will tell them all that there are even more games they can play at home. I will let them know that I will be sending home a piece of paper with a link on it and if they go home and tell their parents to open it up for them, they can play the same games while at home.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)

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 /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

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.

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;
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