

Name Madison Martin

## Adding and Subtracting Lesson Plan

Lesson Segment Focus Learning Math Functions

Lesson 1 of 1

Course & topic addressed Math

Date 10/15/19

Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to efficiently add and subtract numbers with two digits.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The two lessons before this one would have consisted of addition and subtraction. This lesson would be strictly focusing on the precision and speed of completing equations.
Knowledge of students background (personal, cultural, or community assets)	Students should know how to add and subtract before beginning this lesson.

### 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.2.OA.B.2 Fluently add and subtract within 20 using mental strategies
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### 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?	Before starting this lesson, I will read the book called <i>A Place for Zero: A Math Adventure</i> . This book will teach them that zero does not get added up like the other numbers do, but zero still has a place. The students need to know this in order to be able to add and subtract efficiently.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Addition, subtraction</b>
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## Materials

Materials needed by teacher for this lesson.	iPads for every student with the app called MathCards and the book called <i>A Place for Zero: A Math Adventure</i>
Materials needed by students for this lesson.	None

## 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.
10-15 mins	<b>Introduction:</b> The reading of <i>A Place for Zero: A Math Adventure</i>	I will start out by saying, “Okay class today we will be adding and subtracting numbers on the iPads, but before we begin, I am going to read you all a book about the number zero because we can’t forget about that one. He is very important!” I will then read the book called <i>A Place for Zero: A Math Adventure</i> . This will help keep them more aware of the number zero.
20 mins	<b>Instruction:</b> Getting out the iPads	After reading the book to the class, I will let everyone get their iPads and I will instruct everyone to open the green, purple, and blue app called “MathCards.” When everyone gets it open, I will tell them that we are just going to work on being fast and efficient. For the first 5 minutes or so, I will let everyone just work freely at their own pace so that they can see how fast they can go. I will be walking around and assisting anyone who may need it. After the first 5 minutes pass by, then I will tell everyone to start at the same time. “Three, two, one, GO!” The first one to finish will get to go to recess a little early that day. After a while of the same drill and practice, it gets a little repetitive, but I will tell the students to click the settings option on the app and change the difficulty level to level two then instruct them to try that level to see if their results change at all. Then after a few minutes, I will tell them to try whatever level they wanted (The app has 4).
3 mins	<b>Closure:</b> Putting away the iPads	After all the drill and practice is done, I will tell the students to clear out the apps they were on and to make sure the iPad case is shut, and the iPad is locked. Then I will instruct everyone to put their iPads back on their assigned chargers.

**Accommodations/Modifications**

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

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	try
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**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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Before class was over, I would give a formal assessment. It would consist of different addition and subtraction problems to see how effective the drill and practice was.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;

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