

Lesson Plan Template

Lesson Segment Focus: Math of all kinds

Lesson: 5 of 5

Course & topic addressed: ABC Mouse

Date: 11/15/18 Grade: 2nd grade

Student Outcomes

Specific learning objectives for this lesson.	The purpose of this lesson is to let kids learn the math that I am already teaching them in a different ways in hope they will understand if they don't.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This does not need prior knowledge. If they do not understand something the app will set them back to a lower level.
Knowledge of students background (personal, cultural, or community assets)	They have done math in kindergarten, and 1 st grade.

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.	<p>AR.Math.Content.2.NBT.A.1 • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens — called a "hundred" • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100</p> <p>AR.Math.Content.2.NBT.A.2 • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero</p> <p>AR.Math.Content.2.NBT.A.3 • Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms • Model and describe numbers within 1000 as groups of 10 in a variety of ways</p> <p>AR.Math.Content.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols and correct terminology for the symbols to record the results of comparisons</p>
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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?	<p>Greater than, less than, equal to.</p> <p>Hundredth place, tens place, and ones place</p>
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What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Greater than, less than, equal to. Hundredth place, tens place, and ones place
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Materials

Materials needed by teacher for this lesson.	Accounts for ABC mouse for each student
Materials needed by students for this lesson.	iPads and their accounts

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 minuets	<u>Introduction:</u> We will discuss how we have been learning these things already.	I will review some of the things we have already learned this past few weeks and we will talk about how we will now be talking about doing it on their iPad in a different way. I will tell them they are going to get 20-30 minutes of iPad time to play on their new app ABC mouse.
30 Minuets	<u>Instruction:</u> Using the App	This is where they will spend 30 minutes playing on ABC mouse. It will test them as they do this. This will help me understand what they do and do not know.

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 minutes	<u>Closure: Clean up time</u>	I will tell them to take off their headphones and put their iPads int their right spots.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For children who may not be able to do this project I will have something different for them to do or I have a different app. This app also goes through kindergarten so I can chance the level of math for those who need a lower level.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This is mostly independent so therefor it does not require my help. However I will help when I am needed.
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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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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>; <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>