

Lesson Plan Template

Lesson Segment Focus: learning comparison symbols by comparing two two-digit numbers
Lesson 2 of 4

Course & topic addressed: Math and using comparison symbols **Date:** 12/1/19 **Grade:** 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to use the comparison symbols ($>$, $<$, $=$) to compare two numbers that have two digits.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have already started to learn the math symbols, and they have recently learned what a two-digit number is.
Knowledge of students background (personal, cultural, or community assets)	Most students in my class are part of the lower socioeconomic standings. Some are raised by grandparents and other family guardians

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.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and one digits recording the results of comparison with the symbols $>$, $=$, and $<$
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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?	I will have posters hanging up in the classroom with the comparison symbols on them
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> • Comparison • Two-digit numbers
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Materials

Materials needed by teacher for this lesson.	Work sheet, white board with markers, YouTube video
Materials needed by students for this lesson.	Pencil, laptop

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 minutes	<u>Introduction:</u>	I will start off by explaining to students the alligator. The comparison symbols are like an alligator mouth. The Alligator always wants to eat the larger number. The equal sign means that both numbers are the same or equal the same thing.
30 minutes	<u>Instruction:</u>	I will show students the YouTube video that I have for them to watch. Next, we will play a game where I draw two two-digit numbers on the white board. Each student will get to come up to the board and use their arms to make the symbol that they think best fits the problem. They can receive help from their classmates if they need it. After this, I will hand out a worksheet for the students to do individually. I will take this up at the end of the lesson. When students get done, they can spend the rest of the time that we may have by using khan academy as another method to help them learn these symbols.
5 minutes	<u>Closure:</u>	I will call on a student that wants to show the class the symbols, so we can end the lesson with a small refresher. I will ask if anyone has any questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students with hearing or vision problems can move to the front so they can better hear or see. I will speak with a microphone, so all students can hear me.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will walk already and help students who have questions while working on their worksheet. I will help students if they are struggling to make the correct symbol while they are up at the board.
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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	Formative because they will be turning in their worksheet at the end of the lesson
	<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>;
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