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## Lesson Plan Template

Lesson Segment Focus: adding numbers using real life situations

Lesson 1 of 4

Course & topic addressed: Math and addition

Date: 10/29/19

Grade: 1<sup>st</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to do addition within 100 to solve word problems. For the first lesson, we are doing within 40
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know how to count to add and count to any number that is within 120
Knowledge of students background (personal, cultural, or community assets)	Most students in my class are part of the lower socioeconomic class. Some live with family members other than a parent, or a single parent household.

### 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.A.1. using addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking away from, putting together, taking apart, and comparing, with unknowns in all positions <ul style="list-style-type: none"><li>• Represent a strategy with a related equation including a symbol for the unknown number</li></ul>
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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?	As a teacher, I will have a word wall with the new math vocab words on them. I will post math word problems around the classroom, as well as spreadsheets with problems on them so when students get free time to work, they can walk around and look at these problems.
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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"><li>• <b>Adding to</b></li><li>• <b>Taking away from</b></li><li>• <b>Putting together</b></li></ul>
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	<ul style="list-style-type: none"> <li>• <b>Taking apart</b></li> <li>• <b>Comparing</b></li> </ul>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Spreadsheet, whiteboard with markers, worksheets
Materials needed by students for <b>this lesson.</b>	pencil

**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	<b><u>Introduction:</u></b>	Ask students if they know how to count to 40. Let them talk, and then ask them to give you problems that equal between 20 and 40. Ask them if they know what a word problem/real life problem is then explain to them.
30 minutes	<b><u>Instruction:</u></b>	Introduce students to the spreadsheet that was created. I will pass out a paper that has word problems on them related to the spreadsheet that will be shown. I will explain to the students about how many total cookies each student sold and how many of each kind they sold. We will start off by looking at Jill's spreadsheet. We will discuss how many of each kind of cookie she sold by using addition. We will then add up how many cookies each person bought. We will then add up how many each person bought to see how many she sold total. We will do this for the other 2 people selling cookies. We will then compare the 3. We will see how many of each kind they sold and compare by who sold the most. The class will work together to answer these questions on their sheet.

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	<b>Closure:</b>	We will discuss that we will do some bigger problems tomorrow, and we will even incorporate subtraction into the curriculum.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will move students to the front that have hearing and vision problems. I will let students work together, so the students that are struggling can have help from a peer if wanted. I will give them more time.
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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 ask students if they need help with anything and if they understand the content. I will speak with a microphone so all students can hear me.
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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	Summative because students will be doing a worksheet during the lesson, although we will be mostly doing it as a class.
	<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	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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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