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# Lesson Plan Template

Lesson Segment Focus: addition 3 whole numbers within 20

Lesson 1 of 2

Course & topic addressed: math and adding 3 numbers

Date: 10/29/19

Grade 1<sup>st</sup>

## Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to add 3 whole numbers to get the sum of a number that is within 20
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know how to add 2 whole numbers together to get a sum that is bigger than 20
Knowledge of students background (personal, cultural, or community assets)	Most students in my class are in the lower socioeconomic class. Some students live in a single parent household or with another family member

## 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.OA. A.1. use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, unknowns in all positions
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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 a math word wall and put vocab words on it. I will also have a quiet section for students to go to during free time and there will be related math problems for students to work with.
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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>Whole numbers</b></li><li>• <b>Sum</b></li><li>• <b>Adding to</b></li><li>• <b>Taking from</b></li><li>• <b>Putting together</b></li><li>• <b>Taking apart</b></li></ul>
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- **comparing**

### Materials

Materials needed by teacher for <b>this lesson.</b>	Spreadsheets, whiteboard, marker, worksheet
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>	Explain to students that we will be adding 3 whole numbers together instead of 2. Let students ask question and tell them if they can add 2 whole number then what is one more.
30 minutes	<b><u>Instruction:</u></b>	I will show my spreadsheet to the class and hand them a worksheet with word problems on it. We will start with Adam and we will add how many cookies he has total. We will do the same for Jordan and Jamie. I will let students work together when adding Jordan and Amy's number of cookies. I will let students try to help me figure out how many cookies Adam has. We will then compare Adam, Jordan, and Jamie to see who has the most cookies.

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.
3 minutes	<b>Closure:</b>	Explain to students that adding 3 numbers is not so bad and that tomorrow we will be doing subtraction

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will move hearing or vision impaired students to the front. I will let students work together and 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 walk around and let students ask question and use a microphone, so they can all 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 we will be doing a worksheet during 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>; <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>