

Name Peyton Deason

Lesson Plan Template

Lesson Segment Focus equal signs Lesson _____ of _____

Course & topic addressed the meaning of an equal sign Date 3-14-19 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the meaning of the equal sign. Students will be able to determine whether equations involving addition and subtraction are true or false.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have a basic fact fluency as far as numbers are concerned. They should be able to tell if an equal sign will make a statement true or not.
Knowledge of students background (personal, cultural, or community assets)	

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.D.7 Understand the meaning of the equal sign and determine if <i>equations</i> involving addition and subtraction are true or false For example: Which of the following <i>equations</i> are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, or $4 + 1 = 5 + 2$.
--	---

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?	
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	less than greater than equal to
---	---------------------------------------

Materials

Materials needed by teacher for this lesson.	IPad with Splashmath downloaded Example problems to work on the board
Materials needed by students for this lesson.	Math journal Pencil IPad.

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.
	<u>Introduction:</u>	Remind students the meaning of the less than (smaller), greater than (bigger), and equal to (same) symbols in numerical sentences. Explain that the value of both sides of the number sentence must be correctly represented by the symbol.
	<u>Instruction:</u>	<p>Have your students read number sentences as they would read a sentence in a book. For example, $1 + 1 = 2$. Explain that this is true because the value of both sides is the same. Tell your students that the example $1 + 1 > 2$ is not true.</p> <p>Tell your students that they will be working to find the right symbol to make sure the number sentences are true.</p> <p>Review with students, through simple examples, numerical sentences that practice these symbols. Examples used might be: $6 - 1 < 7$, $6 - 1 > 4$ and $6 - 1 = 5$.</p>

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.
		<p>Guided Practice (10 minutes)</p> <p>Play Less Than or Greater Than: 1 to 20 with your students, explaining what true and false statements are.</p>
	<p><u>Closure:</u></p>	<p>Pass out iPads to your students based on skill level and review the directions.</p> <p>Walk around the classroom, making sure that your students are following instructions and completing appropriate level work on Splashmath.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.</p>
---	----------

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Enrichment: Give students more challenging worksheets from the workbook, such as mixed addition and subtraction worksheets.</p> <p>Support: Give students worksheets that are easier to complete.</p>
---	--

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.	
--	--

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>
---	---------------------------------------

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>