

Name **Rachel Holt**

Lesson Plan

Learning Segment Focus Comparing Numbers
Lesson 1 of 1

Course & topic addressed Math – Greater and Less than Date 12/6/2020 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will know the greater than and less than signs (< >) and how to compare two numbers using the signs.
Justify how learning tasks are appropriate using examples of students’ prior academic learning.	Students will have already learned about number lines and counting. They will already know what an equal sign is and what it means.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets.	By learning to compare basic numbers, students can expand their knowledge later and be able to compare larger numbers.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Greater Compare Less Equal
---	--

Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?	Students will be able to identify the comparison symbols and interpret them through the integrated movie. Students will be able to interact with the movie by answering practice questions as a class. Students will be able to explain what it means when one number is larger or smaller than another number.
--	---

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Teacher will need a computer, projector, and board to display the movie to the class.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	No materials are needed for the students.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
3 minutes	<p><u>Introduction:</u> Teacher will prepare to show the movie to the class and explain what the topic is about (comparing numbers).</p>	
20 minutes	<p><u>Instruction:</u> Teacher will show movie to class and explain each clip as it is shown. The movie is to guide the teacher in what to say and to provide visuals to help the students understand. Teacher should make the video interactive by asking the students questions as the movie progresses.</p> <p>When reaching the practice question clips, teacher will explain that the class will be working together to answer the questions.</p> <p>Teacher can pause the video to give the students more time to figure out the questions.</p>	<p>Students will gather on carpet and watch the video. They will pay attention as the teacher reads each clip.</p> <p>Students will participate in the practice questions and work together to find the correct comparison symbol that fits the sentence.</p>
	<p><u>Closure:</u></p>	<p>After completing the practice questions provided in the movie, students should have a clear understanding on how to compare numbers and how to properly use the comparison symbols.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For students that still do not understand comparing numbers after this lesson, the teacher can provide their aid with extra material, or teacher can provide the student with more resources to help them understand. Teacher can make the movie accessible to the students by posting in Google Classroom or another platform. Students can review the video as needed.</p>
---	---

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?</p>	<p>If needed, before showing the video, teacher can review with the students about equal signs and counting. Teacher can make the video larger for those that struggle to see or allow them to sit closer to the screen. The video can also be viewed on a student's personal screen, such as an iPad, so they can have it closer and read it better.</p>
--	---

(All students who are not on specific plans mandated by federal and state law.)	
---	--

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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	This video activity will occur as an introduction to comparison symbols and happens before the students are assessed.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Questions will be asked frequently to help the students understand and provide them with feedback as they learn.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	“Asking questions throughout the class will not only make it more interactive but will also help you measure and improve student learning.” - The Teaching Center
--	---

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&q=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>