Name _Rachel Holt_

Lesson Plan

Learning Segment Focus _Microsoft Office_ **Lesson** _1_ **of** _1_

Course & topic addressed _Comparing diversity of life_ **Date** _10/10/2020_ **Grade** _2_

Student Outcomes

Specific learning **objectives** for this lesson.	Students will know how to use Microsoft Word and create documents
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	•students know how to use a computer
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Microsoft Office/Word is a useful tool that almost all schools and colleges use regularly. Introducing students to the software can help them in the long run.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS4-1 Collect data that can be used to make comparisons Make observation of plants and animals to compare the diversity of life.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Data, Comparing, Observations

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 compare and construct by establishing a table in a word document to compare animals. Students will learn new words, such as data, compare, and observe

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	basic grade 2 books about animals
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	laptop, books about animals

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)
At least one class period	**Introduction:** • allow students access to animal books	T: explain, demonstrate S: individual work on laptop
	Instruction: • Teacher explain what comparing means and how to create a table in Microsoft Word	S: Choose 2 animals from a list that they would like to learn about and compare them. S: Create table in a Word document. Designate one column to the first animal, and 2nd column to the 2nd animal. List 5 facts about each to compare the 2 animals.
	Closure: Students have learned how to use Microsoft Word, + comparing 2 things.	

Accommodations/Modifications

How might I **modify** instruction for: Remediation? Intervention? IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)	• Students who may struggle with typing or reading can receive more help and individual time with teacher. Teacher will walk around and help all students when needed.

Differentiation

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?** (All students who are not on specific plans mandated by federal and state law.)	By walking around and monitoring while students complete the assignment, students will receive clear and modified instruction /directions.

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).	☑ Formative /☐ Summative	Microsoft Office Word
	☐ Formative /☐ Summative	
	☐ Formative /☐ 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**.	"Microsoft Word and Office for students help to transmit educational materials and practice systematically faster with higher quality." — KlientSolutech

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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

Name Rachel Holt

Lesson Plan

Learning Segment Focus Incorporating Math Drills **Lesson** 1 **of** 1

Course & topic addressed Adding + Subtracting within 20 **Date** 10/10/2020 **Grade** First

Student Outcomes

Specific learning **objectives** for this lesson.	Students will fluently be able to add/subtract to within 20.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	• Students already know counting to 20 • Students understand how to add + subtract
Justify how learning tasks are appropriate using examples of students' **personal, cultural, linguistic, or community assets**.	• Addition and Subtraction are basic skills that can be used in any area and any time frame of life.

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.OA.C.6 Add and Subtract within 20, demonstrating computational fluency

Key Vocabulary

What **vocabulary** terms/content specific terminology must be addressed for students to master the content?	Add Subtract

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 learn basic addition and subtraction, and use the App Math Drills Lite to practice their skills • Interactive and responsive educational software that can be altered to the student's level

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad to demonstrate
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPads

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)
At least one designated math period ↓	**Introduction:** • introduce the app • demonstrate how to use it	Teacher - explaining Students - listening
	Instruction: • how to add within 20 • how to subtract within 20 • students will gain practice and become fluent	T: introduce vocabulary T: teach how to add within 20 T: teach how to subtract within 20 S: practice adding and subtracting using Math Drills Lite ↳T: can alter and adjust each iPad settings so the questions meet up w/ each specific student
	Closure: students have access to add/subtracting practice	

Accommodations/Modifications

How might I **modify** instruction for: Remediation? Intervention? IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)	• The app on each iPad has settings and options to set the range of sums and number of questions asked. Students can focus on addition and subtracting seperately to avoid getting overwhelmed or flustered.

Differentiation

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?** (All students who are not on specific plans mandated by federal and state law.)	The settings and questions can be altered to meet the needs of each student as the teacher sees fit.

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).	☑ Formative /☐ Summative	Math Drills Lite
	☐ Formative /☐ Summative	
	☐ Formative /☐ 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.**	"Practice increases the likelihood that students will permanently remember new information." "Cognitive gains from practice often bring about motivation for more learning." —Mary Brabeck, PHD, NYU

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

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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;
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