		Name Rachel Halt		
Lesson Plan				
		M 1		
Learning Segment Foc	us Milly osott D	Lesson of		
Course & topic address	sed Congaing diversit	py of like Date 10/10/200 Grade 2		
Student Outcomes				
Specific learning objectives for this lesson.		how to use Microsoft had and create documents		
Justify how learning tasks are	estudents know how to use a computer			
appropriate using examples of students' prior academic	The second secon			
learning.				
Justify how learning tasks are	Microsoft Office W	ad is a useful tool that almost all		
appropriate using examples of students' personal, cultural,	Schools and colleges	use regularly. Introducing students to the software		
linguistic, or community				
assets.	Can help them iv	1 the long null.		
State Academic Conte	nt Standards			
List the state academic content	018/1104	lect data that can be used to make comparisons		
standards with which this lesson	is where	on of plants and arrivals to compare the diversity of life.		
aligned. Include abbreviation, nutext of the standard(s).	mak observation	in or plans and a		
Key Vocabulary	anaifa -			
What vocabulary terms/content terminology must be addressed f	or Data, Compo	aring, Observations		
students to master the content?				
Academic Language Su	upport	A STATE OF THE STA		
What are the Academic Langua	ge Function(s) (the content	Soudents will be able to compare and		
and language focus of the learning	g task represented by the			
active verbs within the learning of explain how they are utilized in the	he lesson plan?	construct by establishing a table in a word		
What planned Academic Langua	age Supports will you use to	document to congare drivals.		
assist students in their understand language to express and develop	ling of key academic			
provide varying supports for stud	ents at different levels of	Students will learn new wids, such as data, congare, and observe		
Academic Language developmen	t? How do these supports	data converse, and observe		
address all three Academic Language Demands (vocabulary, syntax, and discourse)?				
(Vocabulary, Syntax, and discou	Substitute 4			
Materials				
Materials needed by teacher for t	this lesson. (such as books, dels, colored paper, etc.)	bosic grade 2 books about animals		
writing materials, computers, models, colored paper, etc.) Materials needed by students for this lesson. (computers,		laptop, books about animals		
Journals, textbook, etc.)				

Describe the tools/procedures that will be

learning of the lesson objective(s) (include

used in this lesson to monitor students'

type of assessment & what is assessed).

mount of Time	Teaching & Learning Activitie (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)
t least one class period	Introduction: allow students access	to Ts explain, demanstrate
cus youar	Instruction: Teacher explain who comparing means a how to create a tab in Mirror Word	nd list that they would like it
		5: Crease table in a Word document. Designate one Column to the first animal, and wid column to the 2nd animal list 5 facts about each to compare the 2niv
	Closure: students have learned how to microsoft word, + comparing	ouse
Accommodations/M How might I modify in Remediation? Intervention? IEP/504? LEP/ESL? (All students who have federal and state law.)	struction for: students wh can receive Teacher will	o may struggle with typing or reading move help and individual time with teacher I walk around and help all students when
Differentiation How might you provide techniques (enhanced sinstruction, contextuali highlighters/color codin student needs are met (All students who are mandated by federal ar	e a variety of caffolding, explicit zed materials, ng, etc.) to ensure all to on specific plans	around and monitoring while students assignment, students will receive modified instruction / directions.

☑ Formative / □ Summative

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

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.morcheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Pellections assiv:

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				
I				
Learning Segment Foci	us Incorporating N	Clam MisLesson of		
Course & topic address	sed Adding & Subtraction	ng within 20 Date 10/10/2020 Grade First		
Student Outcomes				
Specific learning objectives for	all in a comment of the comment of t			
Instifut how looming tools	Students will fluently be able to add subtract to-within 20. students already know counting to 20 students understand how to add + subtract			
Justify how learning tasks are appropriate using examples of	. Students already know counting to 20			
students' prior academic		I lux by Il would al		
learning.	· others understar	ia naw to add 4 subtract		
Justify how learning tasks are	. Add:1-00 . 1 6 11			
appropriate using examples of	- addition and Subt	raction are basic skills that can be		
students' personal, cultural,	used in any one	a and any time frome of life.		
linguistic, or community assets.		and the later with a distribution of the state of the sta		
135005.				
State Academic Conter	nt Standards			
List the state academic content	NO Made	tent. 2.04.C.6		
standards with which this lesson	is AK- MATTICOV	1007. LUN.C.		
aligned. Include abbreviation, nu	imber & Ald and Call	tack illing 20 demonstrating computations		
text of the standard(s).	1700 W10 500	tract within 20, demonstrating computational fluency		
Key Vocabulary				
	Charen			
What vocabulary terms/content	specific Add	Subtract		
What vocabulary terms/content terminology must be addressed f	specific Add	Subtact		
What vocabulary terms/content terminology must be addressed f students to master the content?	Fire Add	Subtact		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St	ADA upport			
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language.	upport ge Function(s) (the content			
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning terminology.	upport ge Function(s) (the content gg task represented by the	-Students will learn basic addition and		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language.	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and	Students will learn basic addition and subtraction, and use the App Mouth		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan?	-Students will learn basic addition and		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of explain how they are utilized in the What planned Academic Language assist students in their understand	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic	Students will learn basic addition and subtraction, and use the App Mouth Dills life to practice their skills		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of explain how they are utilized in the What planned Academic Language assist students in their understand language to express and develop	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic their content learning and to	Students will learn basic addition and subtraction, and use the App Mouth Dills life to practice their skills		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of explain how they are utilized in the What planned Academic Language assist students in their understand language to express and develop provide varying supports for students.	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic their content learning and to lents at different levels of	Students will learn basic addition and subtraction, and use the App Mouth Dills life to practice their skills		
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What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning of explain how they are utilized in the What planned Academic Language assist students in their understand language to express and develop provide varying supports for stud Academic Language development address all three Academic Language (vocabulary, syntax, and discouters)	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic their content learning and to lents at different levels of at? How do these supports guage Demands	Students will learn basic addition and subtraction, and use the App Mouth		
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What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of explain how they are utilized in the what planned Academic Language assist students in their understand language to express and develop provide varying supports for stud Academic Language development address all three Academic Language (vocabulary, syntax, and discout Materials) Materials Materials	upport ge Function(s) (the content gg task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic their content learning and to lents at different levels of at? How do these supports guage Demands urse)? this lesson. (such as books,	Students will learn basic addition and subtraction, and use the App Mouth Dills like to practice their skills Interactive and responsive educational software that can be altered to the Student's level		
What vocabulary terms/content terminology must be addressed f students to master the content? Academic Language St. What are the Academic Language and language focus of the learning active verbs within the learning of explain how they are utilized in the What planned Academic Language assist students in their understand language to express and develop provide varying supports for students and the Academic Language developments and the Academi	upport ge Function(s) (the content g task represented by the objectives/outcomes) and he lesson plan? age Supports will you use to ding of key academic their content learning and to lents at different levels of at? How do these supports guage Demands arse)? this lesson. (such as books, dels, colored paper, etc.)	Students will learn basic addition and subtraction, and use the App Math Dills lite to practice their skills		

esson Timeline with Ir Amount of Time	Teaching & I	earning Activities be a BULLETED	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)	
it least one	Introduction:		Teacher- explaining	
esignated math period	introduce +		Students-listening	
cold alla Mater Device	Instruction:	how to use it		
	mstruction.		T: introduce vocabilary	
	· how to	add within 20	Titeach how to add within	
			90	
	how to		To teach how to subtract within	
	· students	nill gain nd become fluent	5: practice adding and Subtracting using Math Drills Like	
			each i Pad settings so the questions meet up w each	
Closu	Closure:	have access add subtracting	specific student	
		practice		
Accommodations/Mod		1 7	Ol. Wine and actions	
Intervention? IEP/504? LEP/ESL? To set the raw questions asked. S		. The app on each	h iPad has settings and options	
		to set the range of suns and number of		
		students can focus on addition cure		
		tudents can tooks on the		
federal and state law.) Subtracting Seper		alely to avoid getting overwhelmed		
D:00 4:-4:-		or flustered.		
Differentiation How might you provide a v	variety of	-11:	1 auxtions and	
techniques (enhanced scaff	olding, explicit	The settings	and questions can	
instruction, contextualized	materials,	1 2112	o weet the needs of	
highlighters/color coding,	etc.) to ensure all	De altered t	o weet the needs of	
student needs are met? (All students who are not of mandated by federal and st		each student	ors the teacher sees fit.	

Assessments: Formative and/or Summative				
	Describe the tools/procedures that will be	☐ Formative /□ Summative	Math Drills Life	
	used in this lesson to monitor students'	☐ Formative /☐ Summative		
	learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ Formative /☐ Summative		

Updated 12-17-19 NLC

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 like lihood that students will permanently remember new information."
"Cognitive gains from practice often bring about motivation for more learning." - Many Brabeac, 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.

*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/edTP

A/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