

## Lesson Plan

**Learning Segment Focus- comparing numbers Lesson – 6 of – 8**

**Course & topic addressed – Comparing numbers from each student Date – 11/08/2020 Grade - Kindergarten**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	The student will be able to tell whether numbers are greater, lesser or equal than other amounts
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning.</b>	The student will need to know how to count to a certain number and know that as the number increases it gets bigger in value. Having this as prior knowledge will help the child decipher between greater and lesser.
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets.</b>	

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.K.CC.C.6 Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Greater than, Less than, Equal to</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)?</b></p>	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart board
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	**Lesson doesn’t require students to have materials. The children will be involved by responding to the teacher.

**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)
	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce students to greater and less than.</li> <li>• Brief review of numbers, whether they are greater or less than another number.</li> </ul>	<p>TTW start by doing a quick review of numbers one through ten, mentioning that each number gets bigger as they count. After reviewing, she will ask begin the lesson.</p>
	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will collect data from the students</li> <li>• She will record said data on the smart board in a spreadsheet.</li> <li>• After recording all data, the class will discuss what amounts are greater, lesser, or equal.</li> </ul>	<p>TTW start with 6 students at a time, asking each one how many cats, dogs, fish, birds, and rabbits they have. She will record each of the numbers in a spreadsheet on the smartboard. After receiving all the data needed, the teacher will begin asking if a certain number of pets is greater or lesser than another amount. After the discussion is over, the teacher will review greater and less than. When the teacher feels confident that the students understand, she will tell them they did great and they would continue working on comparing numbers the next day.</p>
	<p><b><u>Closure:</u></b></p>	

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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 any remediation, the teacher can use smaller numbers to compare or less objects to compare.                  For an ELL, the teacher could use pictures of the pets, say numbers in their language and then translate in English.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>The teacher can let each child know if they need help it's okay. If any one child needs help via scaffolding the teacher will step in when needed.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>When the lesson is over, the teacher will review with the students by giving an amount of an object and asking if another amount is less or greater.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;  
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