Name Rebecca Ring

Lesson 2 of 2

Lesson Plan

Lesson Segment Focus: Compare number with symbols >, =, and >

Course & topic addressed: Math

Date:10/31/19 Grade: 1

Student Outcomes

Specific learning objectives for this lesson.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Understand that the two digits of a two-digit number represent amounts of tens and ones.
Knowledge of students background (personal, cultural, or community assets)	None of my students have peanut allergies.

State Academic Content Standards

List the state academic content	AR.Math.Content.1.NBT.B.
standards with which this lesson is	
aligned. Include state abbreviation	
and number & text of the standard.	

Academic Language Support

Spreadsheets, crayons, M&M's (both peanut and plain), graphing sheets, overhead projector

Key Vocabulary

What vocabulary terms/content	compare* symbols (<, =, >) *ten digit * ones digit
specific terminology must be	
addressed for students to master	
the lesson?	

Materials

Materials needed by teacher for this lesson .	Overhead projector, spreadsheet and graphing sheets
Materials needed by students for this lesson.	Crayons, M&M's (both peanut and plain) and graphing sheets

$Lesson\ Timeline\ with\ Instructional\ Strategies\ \&\ Learning\ Tasks\ (\begin{tabular}{ll} This\ should\ be\ VERY\ DETAILED \end{tabular})$

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.
10 mins	Introduction:	TTW advise the students that we are going to have a lesson on comparison using peanut M&M's. TTW place the completed spreadsheet with data used on a previous study on the overhead projector to show the students how their comparison will look at the end of the lesson. The students will be look to see if they have <, =, > M&M's and in what colors.
30 mins	Instruction:	TTW will begin with whole-class instruction. She will go over what it means to compare and what the symbols for less, equal, and greater mean. She will also go over one and ten digit numbers. TTW use some examples such as is 8 greater than, or less than 10. TTW ask the students of they have any questions. Next, TTW pass out each student a bag of peanut M&M's, along with a piece of paper which contains an empty spreadsheet. She will advised the students they cannot eat any of the M&M's. TTW tell the students to separate their M&M's by colors and to fill out their graph sheets by color. Finally, TTW have the students compare their M&M's with each other and determine if they have greater than, equal to, or less than red, blue, green, brown, orange and yellow M&M's.
10 mins	<u>Closure:</u>	TTW hang the graphs on the bulletin board and ask the whole class a few greater than, less than, and equal too questions about the graphs.

Accommodations/Modification	ons		
How might I modify	Modifications for instruction could include only having students volunteer instead of calling on all students, or to instead		
instruction for:	of having the students complete the spreadsheet individually, doing them in groups of two.		
Remediation?			
Intervention?			
IEP/504?			
LEP/ESL?			
Differentiation:			
How might you provide a var	riety of	Individual instruction will allow me to see if the students comprehend the lesson. If they are struggling in this area,	
instructional methods/tasks/ii		I can provide flash cards and websites for that individual to use in their "extra time" at school or at home.	
strategies to ensure all studen	nt needs are		
met?			
Assessments: Formative and	.,	ive	
Describe the tools/procedure		☐ Formative /☐ Summative	
used in this lesson to monitor students'		☐ Formative /☐ Summative	
learning of the lesson objective/s (include type of assessment & what is assessed).		☐ Formative /☐ Summative	
type of assessment & what is	assesseu).		
Research/Theory			
Identify theories or research	that supports		
the approach you used.			
Lesson Reflection/Evaluation	1		
What went well?	1.0	TO BE FILLED IN AFTER TEACHING	
What changes should be mad			
How will I use assessment da	ata 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.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/SpecEdLessonPlanTemplate.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx