Name Rebecca Ring

Lesson Plan

Lesson Segment Focus: Compare number with symbols >, =, and > **Lesson 2 of 2**

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

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Spreadsheets, crayons, M&M's (both peanut and plain), graphing sheets, overhead projector

Key Vocabulary

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

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 (This should be VERY DETAILED)

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	**Closure:**	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/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Modifications for instruction could include only having students volunteer instead of calling on all students, or to instead of having the students complete the spreadsheet individually, doing them in groups of two.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Individual instruction will allow me to see if the students comprehend the lesson. If they are struggling in this area, I can provide flash cards and websites for that individual to use in their "extra time" at school or at home.

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	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

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