

Name Rebecca Ring

Lesson Plan Template

Lesson Segment Focus Operations and Algebraic Thinking

Lesson 1 of 2

Course & topic addressed Math

Date 11/5/2019

Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Understand and apply properties of operations as strategies to add and subtract.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Previous lesson involved solving problems involving addition and subtraction.
Knowledge of students background (personal, cultural, or community assets)	The previous section was solving word problems that call for addition of three who numbers whose sum is less than or equal to twenty.

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.OA.B.3
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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?	math books, school workbooks, worksheets with math problems, pencils, overhead projector
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	strategies * addition* subtraction* equal
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Materials

Materials needed by teacher for this lesson.	overhead projector, math book, worksheet
Materials needed by students for this lesson.	math book, workbook, worksheet

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins	Introduction:	TTW have a brief discussion about what the students were last taught on solving problems involving addition and subtraction. TTW advise the students that they are going to have a lesson on applying properties of operations as strategies to add and subtract.
35 mins	Instruction:	<p>TTW begin with whole-class instruction. She will go over what it means to apply properties of operations as strategies to add and subtract. For example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$, the second two number can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition) NOTE: Students need not use formal terms for these properties.</p> <p>After teaching this explicitly, TTW pass out each student a worksheet with math problems relating to what was taught. She will advise the students that this is an individual worksheet and to raise their hand if they have any questions regarding how to work a certain problem.</p> <p>Finally, TTW go over the worksheet with the entire class. TTW answer any questions or reteach any part of the lesson she feels the students are not comprehending.</p>
5 mins	Closure:	TTW ask the students what they learned. TTW ask the students if they have any additional questions regarding what they learned.

Accommodations/Modifications

How might I modify instruction for: Remediation?	.Modifications for instruction could include having the student only work the odd or even number of problems, or to partner up and while completing the worksheet.
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Intervention? IEP/504? LEP/ESL?	
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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 additional worksheets and websites for the students to use in their “extra time” at school or at home.
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>