**Name: Sarah Green**

**Lesson Plan Template**

**Lesson Segment Focus: Addition Lesson 2 of 3**

**Course & topic addressed Math; Addition Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: First**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Find the missing whole number in an addition number sentence. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students should know how to add numbers. |
| Knowledge of students background (personal, cultural, or community assets) | Basic addition skills. |

**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   * 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 numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Addition  Sum  Commutative property of addition  Associative property of addition |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | White board  Smartboard  iPad with Sushi Monster app (needs to be able to mirror the game onto the smartboard or projector) |
| Materials needed by students for **this lesson**. | Mini whiteboards  Erase markers  iPads  Sushi Monster app |

**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.** |
| --- | --- | --- |
|  | **Introduction**: |  |
|  | Instruction: |  |
|  | **Closure:** |  |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | This lesson is meant to be a class activity. If a student who is having trouble getting the correct answer or needs additional help, the student will be able to work closely with the teacher or another student. A student who is having trouble could also work on simpler problems and even at his or her own pace on the app. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | This lesson could also be integrated into small group centers where students can practice addition on the app at their own pace. This lesson is great for the hands-on and visual learners because they are able to work on the problems along with the teacher instead of being a lecture based lesson. |

**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>