

# Lesson Plan Template

Lesson Segment Focus Addition Lesson 1 of 1

Course & topic addressed Math & Addition within 20 Date 11/12/2019 Grade 1

**Student Outcomes**

Specific learning objectives for this lesson.	-Adding single and double digit numbers
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-The children have learned to count up how many of something there is already, so they will be playing math jeopardy as a class
Knowledge of students background (personal, cultural, or community assets)	<b>AR.Math.Content.K.CC.B.5 – Count to answer “how many?”</b>

**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.	<p><b>AR.Math.Content.1.OA.A.1</b> – Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together...</p> <p><b>AR.Math.Content.1.OA.C6</b> – Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10</p>
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**Academic Language Support**

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Sit with the student to help make sure they understand what numbers are which and how to add them up the correct way.</p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition, Subtraction
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Computer
Materials needed by students for <b>this lesson.</b>	Paper & pencil, if needed; worksheet to fill out as we go along to have as a study guide

## 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.
5 min.	<p><b><u>Introduction:</u></b></p> <p>-Intro to Activity</p>	-Introducing the activity to the students, doing some addition and subtraction problems for examples
15 minutes	<p><b><u>Instruction:</u></b></p> <p>-Practice problems</p> <p>-Worksheet</p>	<p>-The children will follow along with the teacher on the board while doing some addition problems</p> <p>-Pass out the worksheet to the children and go over the worksheet</p> <p>-Walk around and make sure all children are doing well and understanding</p>
30 minutes	<p>-Play Jeopardy</p>	-I will pull up the jeopardy PP and we will play math jeopardy as a class
10 min.	<p><b><u>Closure:</u></b></p> <p>-Reflection</p>	-Reflect with some additional problems afterwards

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try) –Ask aid to help assist with addition & subtraction -Make sure the child can do the basic addition (single digits) and then introduce the double digit addition
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) – Adding in pictures and being very hands on
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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/ed3fd026-939f-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>