

Name Tariane King

Lesson Plan Template

Lesson Segment Focus _____ Lesson 1 of 1

Course & topic addressed Math & Addition Date 10/29/2019 Grade 1

Student Outcomes

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| Specific learning objectives for this lesson. | - Adding 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 counting up how many students like each color and then adding those to get the total of boys and girls. |
| Knowledge of students background (personal, cultural, or community assets) | AR.Math.Content.K.CC.B.5 – Count to answer “how many?” |

State Academic Content Standards

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

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| 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? | Sit with the student to help make sure they understand what numbers are which and how to add them up the correct way. |
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Key Vocabulary

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

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| Materials needed by teacher for this lesson. | M&Ms, Google sheets |
| Materials needed by students for this lesson. | Access to laptop from school |

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><u>Introduction:</u></p> <p>-Go over activity</p> | -Go over the activity and Google sheets with students |
| 30 minutes | <p><u>Instruction:</u></p> <p>-Pass out M&Ms</p> <p>-Go over Google sheets and how they will use and fill out</p> | <p>-I will pass out some M&Ms to each students</p> <p>-They will count how many of each color M&M they get and type it in on the Google sheets</p> |
| 10 minutes | <p><u>Closure:</u></p> <p>-Review everyone's Google sheets</p> | -Review Google sheets from my laptop as the students finish to see if they have done it correctly and their addition |

Accommodations/Modifications

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

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| 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

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| 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

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

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| 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>;

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