

**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: Halloween Candy Counting!

Grade Level: Second Grade

**Learning Central Focus**

<p><b>Central Focus</b></p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus for this lesson is for the students to be able to count by ones, preferably up to ten. In this lesson, we will only go to six for the ones place value. Then once the students have a good concept of this, each piece of candy will represent a tens place value. This way, they will be counting by tens, all the way up to sixty. They will get a take-home worksheet with more problems for practice.</p>
<p><b>Content Standard</b></p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>2. OA.B.2 2.OA.A.1</p>
<p><b>Student Learning Goal(s)/ Objective(s)</b></p> <p><b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?</p>	<p>The goal for this lesson is for the students to add within using mental strategies. They should be able to recall from memory the sum of any one-digit number. Then later in the lesson, be able to do the same but with a two-digit number that ends with the number zero.</p>
<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary</p>	<p>The students will need to know the basic number system and place value of ones and tens. They will need to know that most people work from 0-100. The knowledge that the system starts at 1 is needed and then being able to add however many is asked in order to get the outcome.</p>

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>During the launch, I will pass out the shaving cream and discuss with them the importance of using it right. With the shaving cream, they will be spray it on the desk and then use their finger to trace the answer. The theme for the Slide is Halloween candy, so if they do good, then they will have candy at the end of the lesson. I will ask them to think about their favorite Halloween costume, this way they can get into the Halloween spirit and thinking about the candy.</p> <p>I will also play this song on the board while the shaving cream is being passed out <a href="https://www.youtube.com/watch?v=4epM1mSDOIw">https://www.youtube.com/watch?v=4epM1mSDOIw</a></p>
<p><b>Instruction</b> <u>20</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>During this time, as a class we will go over the Slide show. It starts off simple by counting candy, not adding just yet. As the slides progress, then they will start adding. Once they have the grasp of counting by ones, then each piece of candy will represent 10. This way, they will be counting by tens up until sixty (the following week will be from sixty to one hundred). After each problem, a couple of students will be able to share what they are dressing up as for Halloween. I will draw popsicle sticks from a bucket to choose who gets to go. The student has to either say the answer, or how they solved the problem displayed on the board before they share the costume.</p> <p>The students are able to use their fingers and/or help from their elbow partner. After, these students have gone, as a class we will discuss the correct way to figure out the answer using a number line displayed above the white board.</p>

<p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Structured Practice and Application</b> <u>10</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>For the structured practice, I will be assessing them to see if they are using their fingers or using mental strategies to add each problem. They are allowed to work with an elbow partner, but preferably alone to be able to use their own thinking. There will be additional problems on the board after the slideshow is over for them to use as practice.</p>

How will you determine if students are meeting the intended learning objectives?	
<p>Closure __5-10__ Minutes</p> <p>How will you end the lesson?</p>	<p>We will use this time to clean up the shaving cream. If they students did well, then they will be able to choose two pieces of candy from the “witch’s pot.” As they are choosing their candy, the same song will be playing from the introduction: <a href="https://www.youtube.com/watch?v=4epM1mSDOIw">https://www.youtube.com/watch?v=4epM1mSDOIw</a></p> <p>The students will be asked to stand up and tip toe around the classroom (like the song), but they have to find six mini Halloween skeletons hidden around the room.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP’s or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure</p>	<p>Once the lesson is over, I will display more addition problems on the board. During this time, I will be walking around assessing if they are interacting with their elbow partners to reach the sum of each problem. They will not work in groups, so in case they get too many conflicting answers.</p>

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students will be using shaving cream on their tables to show their answers from the questions on the board. If the students are not using the shaving cream like they are asked, then I will take it away. The alternative for the shaving cream is for them to have their own whiteboard with a magic marker.</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• markers</li> <li>• Shaving cream</li> <li>• Paper towels</li> </ul>

### Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students</p>	
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understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

### Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?


## Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.