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Lesson Plan Template

Lesson Segment Focus: Addition/Subtraction of numbers 1-20

Lesson 1 of 1

Course & topic addressed : Mathematics- Addition/Subtraction

Date: 10/29/2019 Grade: 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be adding and subtracting numbers to solve the given riddle.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously gone over addition and subtraction facts in class time beforehand.
Knowledge of students background (personal, cultural, or community assets)	Students will have previously worked with addition in class, or previous years in classes. Although this may be a little more advanced, they will have a good overview, and a good idea going into the assignment.

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.</p>	<p>AR.Math.content.1.OA.C.6</p> <p>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>For those students who are visual learners, I can provide counters, or small objects that they can use to count out the numbers, instead of relying on them to do it in their head.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Spreadsheet Add Subtract
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Materials

Materials needed by teacher for this lesson .	Computer Spreadsheet (Excel or Google) SmartBoard/ Projector Printed Worksheets
Materials needed by students for this lesson .	Worksheet Pencil Counters

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	<u>Introduction:</u>	In the beginning, I will have the students sitting in their groups of four. I will ask one group for one number, and another group for a number. I will either ask the class to add or subtract the two numbers. This will begin getting the students brains rolling.

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Instruction:

After, I will hand out the worksheets to the students. I will explain that these papers will be kept in their desks for the week. I will explain that each day we will have a set of 5 problems. Each day they will rotate between addition and subtraction. Each day they will remain in the same pod, and complete the questions with their group members. I will pass out the counters to each of the groups, just incase they would like the visual aspect of the lesson. Throughout the time they are working together, I will be walking around the classroom, engaging the students in questions with their counters, problems in their head, and with their fingers.

	<u>Closure:</u>	After the students finish the problems in their group, I will place a blank form on the SmartBoard or projector. We will go over the answers together in the class. The students will hand their paper to the person to the right in order to 'grade' their paper. Afterwards, I will collect each paper, and we will continue onto the next lesson.
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Accommodations/Modifications

How might I modify instruction for: Remediation? 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?	For students that prefer visual learning, the counters will be provided so that they can count with an actual item. For students that are struggling, I will be walking around the classroom throughout the entire lesson. I will be able to assist any student during the work time.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
What changes should be made?	
How will I use assessment data for next steps?	

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.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)
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