

Lesson Plan Template

Lesson Segment Focus: Jeopardy

Lesson 2 of 3

Course & topic addressed: Mathematics: Addition & Subtraction

Date: 11/06/2019

Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will successfully use addition and subtraction strategies to solve regular equations, along with word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previous knowledge of addition and subtraction strategies.
Knowledge of students background (personal, cultural, or community assets)	Students will have briefly touched on addition and subtraction strategies in Kindergarten, and previously in my class.

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>AR.Math.Content.1.OA.B.3</p> <p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)</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?	Addition Subtraction Word Problem
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Materials

Materials needed by teacher for this lesson.	Computer Screen Projector/ Smartboard White Board Expo Marker
Materials needed by students for this lesson.	Scratch Paper Pencil/Marker

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.
10	<u>Introduction:</u> Classroom Discussion	We will first begin with our Bellwork, which will quickly run through a previous lesson learned the day before. We will begin talking about more addition and subtraction word problems. The students will continue to become familiar with these word problems. To begin the class, we will first run over a few addition and subtraction facts on the board. I will start out saying, "Who can tell me what 4+7 is?" Once the students begin answering, I will ask a word problem such as, "What is I have 3 donuts and Ms. Madison gives me 3 more donuts. How many donuts do I have?" The students should begin answering. I will then say, "So, now I have 6 donuts. But I decided to eat 2 for breakfast. How many donuts do I have left?"
45	<u>Instruction:</u> Jeopardy Instructions Game Time	After the classroom discussion over the word problems, I will introduce the students to the Jeopardy game. I will explain the rules of the game, and how the students should answer the questions. I will explain the point system, along with the categories. The groups for the game will be the 4 students in each pod. (For this, we will say I have 20 students. Four teams of five.) Each team will have the opportunity to go 4 times, choosing a point value in each column. As each group goes through each question, the other groups will use their scratch paper (and counters) to calculate the answer to the question. If the students in the group get the answer correct, they will get the amount of points that the question is worth. I will keep track of the points on the white board in the front of the room.

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	Closure: Closing Thoughts	Once the game is finished, the points will be calculated by the teacher. The group with the winning amount of points will get a trip to the treasure box. The students will then clean up their areas. After everyone is seated, we will discuss what we thought of the game, and what we enjoyed about the game.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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 need it, I can provide printed copies of the questions that their group chooses. For students that need it, I can read the questions aloud to them, or have the PowerPoint verbally speak the questions.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	After going over the problems, I can create an addition and subtraction word problem quiz for students to complete once the sequence of lessons are over.
	<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/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>;
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