LESSON PLAN

Student Teacher/Intern: Brian Carlson		Date: 2/16/2020
Check one: ☐ 1st Placement ☐ 2nd Placement		Formal Observation # 1-4:
Unit Title:		Age/Grade Level: 1st
Lesson Title: Lesson 4 - Ways to make 6		Order in Learning Segment:
Total # of Students: 15	# IEP Students: 0	# ELL Students: 3

PREPARATION

Context of the Lesson:

Standards to Address:
- 1.OA.6, 1.NBT.1,

Academic Language and Language Demands: Mystery, equal, longer than, shorter than,

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Know-ledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. The student will be to put together situations with number bonds. 1.OA.6	formative	Sprint: 1 more with dots and numerals	Repeating, listening, acting out, displaying	Work with partner with mastery in English
2. The students will be able to count on from one embedded number or part to totals of 6 and 7. (CCSS:) 1.NBT.1	formative	Happy Counting by ones. 10-20	Explain	Sheet with accessible language
3. The students will be able to generate all addition expressions for each total. (CCSS:)	formative	Make it Equal	Show and sketch	Sheet with accessible language

Materials/Resources/Media Technology Needed:
- Paper, pencils, beans,

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	Anticipatory Set • Fluency Practice, More with dots and numerals, Happy counting by ones.	• Use accessible language

Time	LESSON DEVELOPMENT	Accommodations
29 mins	**Step-by-Step Input, Checks for Understanding, and Modeling**	•
6 mins	1. Application problem:	
	2. Choose group of students who have different attributes to represent decompositions	
	3.Ask students, how many they see with shoe laces and how many withouts.	
	4. Make sure the groups always total 6.	
	5. Teach students to count on from a number other than 1, possibly starting at 2 or 3 or 4 or 5.	
	6. Show students how to write it in a number sentence.	
	7. Call students up to write the number sentence.	
	8. Show the students how to add from 0 and equal 6.	
10 mins	9. Give students the picture card and bag of 10 two color beans.	

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	10. Show the students how to use the picture card and use the beans to represent it.	
	10.	
Time	**GUIDED PRACTICE**	**Accommodations**
10	**Activities ("We do")** ● Use the apple cards and the beans to represent groups of 6.	● Give extra time to ELL Students and have them sit next to students who are confident
Time	**INDEPENDENT PRACTICE**	**Accommodations**
5	**Assignments ("You do")** ● Give them the dot worksheet and ways to make 6.	● Have ELL students work with a partner to check their work.
Time	**CLOSURE**	
5	● Student debrief what is longer and what is shorter than.	
Minutes	**FURTHER INDEPENDENT PRACTICE AT HOME**	**Accommodations**
	● Worksheets	●

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LESSON PLAN THINKING/REFLECTION PROMPTS

PREPARATION

Context of the Lesson: *How does this lesson fit into the unit and knowledge/skill progression?*
●

Standards to Address: *Cite the Common Core State Standards using the number(s) and exact text.*
●
●

Academic Language and Language Demands: *What academic language and/or language demands (i.e., symbols, discourse, functional, contextual, procedural, etc.) will need to be part of the lesson focus?*
●
●

Assessment Plan: *How will you assess that students have met the standards? What formative and summative assessments will you use to monitor student learning? What criteria will you use to judge progress/mastery?*

Objectives *What do you want the students to know or be able to do by the end of the lesson? (Notate the related CCSS standard.)*	Type of Assessment *Is this formative or summative?*	Description of Assessment Task/Type *How will students demon-strate progress toward mastery of the objectives?*	Depth of Knowledge or Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (CCSS:)				
2. (CCSS:)				
3. (CCSS:)				

Materials/Resources/Media Technology Needed:
●
●
●

INSTRUCTION AND ASSESSMENT	

Minutes	INTRODUCTION	Accommodations
	Anticipatory Set – *How do you… capture students' interest? activate prior knowledge? Introduce topic and learning objectives? make it relevant to students?* ● ●	*Individualized attention-getting strategies to promote interest* ●

Minutes	LESSON DEVELOPMENT	Accommodations
	Step-by-Step Input – *Essential instruction to meet the objectives; What strategies do you use to teach the lesson? How do you teach the necessary academic language and language demands?* 1. 2. 3.	*Multiple means of input representation* ●

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	Checking for Understanding – *How do you monitor student learning? List questions and strategies for checking understanding of inputs.* ● ● ●	
	Model ("I do") – *How do you model use of the knowledge, strategy, or skill? How do you model the related academic language and language demands?* ● ●	
Minutes	**GUIDED PRACTICE**	**Accommodations** *Differentiation of activities and formative assessments*
	Activities ("We do") – *What research-based activities do you provide students to practice what they have learned? How do you monitor student use of the academic language and language demands? Do they work in groups or individually? How do you scaffold the practice? How do you provide feedback? Will success on guided practice activities lead toward success on the independent practice?* ● ●	●
Minutes	**INDEPENDENT PRACTICE**	**Accommodations** *Differentiation of summative assessments*
	Assignments ("You do") – *What assignment(s) do you use in class to check independent progress/mastery of objectives? How do you monitor student use of the academic language and language demands? How will you provide feedback on these assignments?* ● ●	●
Minutes	**CLOSURE**	
	Summary and Connection – *How do you end the lesson to reinforce learning objectives? How do you connect this lesson to the next lesson?* ● ●	
Minutes	**FURTHER INDEPENDENT PRACTICE AT HOME**	**Accommodations** *Differentiation of homework tasks or support materials for students or family to accompany tasks*
	Homework ("You do") – *Describe the homework assignment and how you introduce it to the class. What are the… purpose and goals of the assignment? format? skill level required? possible opportunities for confusion?* ● ●	●

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