

Lesson Plan Template

Lesson Segment Focus Math Using Can Good Drive
Course & topic addressed Math Word Solving Problems

Lesson 2 of 3
Date November 2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will complete multiply step word problems
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students must have prior knowledge of addition, subtraction multiplication and division
Knowledge of students background (personal, cultural, or community assets)	I will need to know of any reading issues or IEPs

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.	AR Math 3O.A.D 8 Solve two step word problems using operations and be able to represent using an equation.
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Academic Language Support

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?	Smartboard can be used, document finder where the students can see me doing the problems with them. I will show them, we will work on some together and then they will try to work on some of their own. Teacher will assist as necessary.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Less, fewer, more than, find, describe, sort
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Materials

Materials needed by teacher for this lesson.	Smartboard, document finder, math problems
Materials needed by students for this lesson.	Worksheet, Paper and pencil, chromebooks

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 minutes	<u>Introduction:</u>	Review the power point given from lesson on previous day. Answer all questions. Define any vocabulary that students are unclear of.
	<u>Instruction:</u>	<p>During the time, we will begin reading the word problems. Teacher will demonstrate several different types of questions. Some easy questions and then not so easy.</p> <p>Once teacher has given several examples, she will then give the students some to try on their own. While working independently, teacher will walk around the room answers any questions that students must have.</p> <p>After three word problems are completed by students, they are able to work on their math fluency skills using the chrome books and allowing other students to finish</p>
	<u>Closure:</u>	TTW will tell the students that they did a wonderful job and if they do not understand, we will be addressing more word problems tomorrow

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For Students with IEP, I will give less word problems. If aid is available, she/he can assist one of one.
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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 with vision impairments, I will give a copy of smart instructions to them as a form of another power point
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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? 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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