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Lesson Plan Template

Lesson Segment Focus: Math Final Review/Practice **Lesson:** 36 of 36

Course & topic addressed: Addition, Division, Converting Fractions to Decimals, Multiplication, Subtraction
Date: 11/12/19 **Grade:** 4th

Student Outcomes

Specific learning objectives for this lesson.	- Students will have a strong understanding of Addition, Division, Converting Fractions to Decimals, Multiplication, and Subtraction - Students will be prepared for the final Math exam of the year.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	- Everything addressed in this lesson is a review of and builds off of previous lessons discussed throughout the year
Knowledge of students background (personal, cultural, or community assets)	- It is the end of the school year so students should not have much difficulty with this game. - They may actually find it too easy and want a challenge, so I may have a second Jeopardy game prepared with more difficult equations to solve.

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.Content.4.NBT.B.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm - AR.Math.Content.4.NBT.B.5 • Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations - AR.Math.Content.4.NBT.B.6 • Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and the relationship between multiplication and division - AR.Math.Content.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100

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?	- Basic multiplication table posters will be posted throughout the room for students to refer back to

What will you do to provide varying supports for students at different levels of academic language development?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	- Addition, Subtraction, Division, Multiplication, Quotient, Sum, Difference, Fraction, Decimal, Conversion/Converting

Materials

Materials needed by teacher for **this lesson**.	- PowerPoint Jeopardy Game, 4 buzzers, handouts
Materials needed by students for **this lesson**.	- Scratch paper, pencil

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 minutes	**Introduction**:	- I will begin the lesson by going over the test study guide and the math processes that will be on the test, and give the student a chance to ask any questions they may have.
30-45 minutes	**Instruction:**	- I will break the students up into 4 teams of 4-5 students depending on amount of students present that day. - If any student wants to volunteer to be the scorekeeper for all teams, I would allow that. If not, the teams will nominate a member that is responsible for keeping up with their score throughout the game. If two players from one team want to keep score and none from another want to, I would allow them to switch teams so that no child is forced to keep score if they don't want to. - Teams will also take turns for who gets to hit the buzzer for each question. - I will provide the class with a math word problem and the first team that gets the right answer will go first and pick the first category. - Instead of the way actual Jeopardy works, where the person who gets the answer first gets to pick the next category, I will just go in order from left to right for teams so that each team gets a chance to pick the category and each team member gets to pick it at least once. - Once all questions are answered, the team with the most points wins.

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.
10-20 minutes	**Closure:**	- If there is time and the students want to, I would then restart the game with the more difficult Jeopardy game. - If not, we would discuss any students' questions about what will be on the final test. I will then provide them with practice worksheets that they can complete for extra practice if they want to and any online math resources that would be useful.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	- Students are in groups and the multiplication tables are provided for those who may need more assistance. - I would also provide those students with a printed out version of each math problem so that they don't have to spend the extra time writing down the equation, giving them more time to work on the problem.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	- Visual learners will have the PowerPoint, for Auditory learners I will say the equation out loud, and Reading/Writing learners will have their scratch paper.

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*