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## Lesson Plan Template

Lesson Segment Focus Problem Solving Lesson 1 of 1

Course & topic addressed Mathematics and Problem Solving Date November 8, 2018 Grade 4<sup>th</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students should become more proficient in problem solving while enjoying exploring and using fun software.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have been exposed to problem solving and know a little bit about it, but now will have their knowledge put to the test.
Knowledge of students background (personal, cultural, or community assets)	Some students might have never been exposed to coding apps or apps at all and I am prepared to teach them how to use it.

### 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.4.MD.A.2</p> <ul style="list-style-type: none"> <li>• _Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including the ability to make change; including problems involving simple <i>fractions</i> or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit</li> <li>• _Represent measurement quantities using diagrams such as <i>number line diagrams</i> that feature a measurement scale</li> </ul> <p>Note: This is a standard that may be addressed throughout the year focusing on different context.</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>I will help English language learners understand the instructions and what we are doing.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Coding</b>
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## Materials

Materials needed by teacher for this lesson.	iPad & the Move the Turtle App
Materials needed by students for this lesson.	iPad and the Move the Turtle App

## 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	<b><u>Introduction:</u></b> Talking about the lesson	I will be talking about the lesson and what app we will be using and how it works.
30 Minutes	<b><u>Instruction:</u></b> Students get to use app	I will be walking around the room making sure that everyone is on task and I will also be helping in case anyone needs help. The students will be using the app to explore what coding is and the app works around problem solving. So ultimately the students are learning to understand how to solve problems while having fun and putting their brain to work.

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	<b>Closure:</b> Questions/Discuss	We will discuss the types of problems we solved and how we solved them and I will take questions.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.I might use a different app because this is a problem solving app and 504 students might become very agitated and impatient if they cannot solve the problems and move forward.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will make extra copies of problem solving worksheets for those students who need it.</b>
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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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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>