

Lesson Plan Template

Lesson Segment Focus: Name of Lesson

Lesson: 1 of 3

Course & topic addressed: Math/Geometry

Date: April 8, 2020 **Grade:** 7th

Student Outcomes

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| Specific learning objectives for this lesson. | To provide a solid introduction of the geometry unit and the usage of these principles in real life contexts. |
| Describe the connection to previous lessons. | N/A |
| Knowledge of students background (personal, cultural, linguistic, or community assets) | 8 agrarian families, 4 university families, 10 industry/factory, 2 white collar, 40% impoverished neighborhoods, 1 homeless, 5 ELL, 4 special needs, 1 G/T |

State Academic Content Standards

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| <p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p> | <p>AR.Math.Content.7.G.B.4</p> <ul style="list-style-type: none"> • Know the formulas for the <u>area and circumference of a circle</u> and use them to solve problems. • Give an informal derivation of the <u>relationship between the circumference and area of a circle</u> <p>AR.Math.Content.7.G.B.5 Use facts about <u>supplementary, complementary, vertical, and adjacent angles</u> in a multi-step problem to write and solve simple <u>equations for an unknown angle in a figure</u></p> <p>AR.Math.Content.7.G.B.6 Solve real-world and mathematical problems involving area of two-dimensional objects and volume and surface area of three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> |
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Key Vocabulary

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| <p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p> | <p>Angles, area, surface area, volume, circumference, supplementary, complimentary, vertical, adjacent</p> |
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Academic Language Support

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| <p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p> | <p>Use, write, determine, analyze</p> |
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Materials

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| Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.) | A projector and a google document that can be printed off and given to students |
| Materials needed by students for this lesson . (computers, journals, textbook, etc.) | Textbooks |

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. |
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| 5 minutes | <p>Introduction: Explanation of lesson, as well as brief dip into the unit so that students can make connections in today's lesson and in days to come.</p> | The teacher will be clearly laying out today's objective and inspiring the students to contribute. The teacher will tell the students to keep today in mind throughout the unit so that students can make real world connections to geometry concepts. |
| 40 minutes | <p>Instruction: The teacher will guide the students through creating an advance organizer. The organizer with the teacher's aid will have a second layer of geometric principles such as angles and area, and underneath there will be a third layer of the organizer where students will list real world occurrences of the principles in the second layer.</p> | <p>The teacher will have to be able to keep the students on task and be able to motivate the students to come up with good ideas. The teacher will also have to lead the students toward the right vocabulary words without giving them the answers.</p> <p>The students will have to remain engaged throughout the lesson in order for the advance organizer to become something that they can keep and look back on later.</p> |
| 5 minutes | <p>Closure: The students will pick their favorite real world connection and reflect about how geometry might help them do this</p> | The teacher will roam the room answering questions and helping students stay on track. The students will turn in their journals at the end of the week. |

| 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. |
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| | in the real world in a journal entry. | |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | .One way might be to regularly give students a heads up about what is going to come next so that they can get their minds on it early. The teacher could offer students the ability to write it on the board instead of speaking out loud, or to split the students up for a short period of time so that they could work together and make their own lists and report back to the group. |
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Differentiation:

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| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? | I could color code the different categories so that the students could get a clearer understanding of the material. |
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Assessments: Formative and/or Summative

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| 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 | Teacher feedback, questioning, discussion |
| | * <input type="checkbox"/> * Formative / <input type="checkbox"/> Summative | Journal entry |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions) | Ausubel's assimilation theory |
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Lesson Reflection/Evaluation

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| 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>;
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