

## Lesson Plan Template

**Lesson Segment Focus:** Name of Lesson

**Lesson:** 2 of 3

**Course & topic addressed:** Math/Geometry

**Date:** April 12th **Grade:** 7<sup>th</sup>

**Student Outcomes**

Specific learning objectives for this lesson.	To be able to grasp the concept of several geometry terms and then to use them in simple equations with the group. To be able to relay information.
Describe the connection to previous lessons.	
Knowledge of students background (personal, cultural, linguistic, or community assets)	5 ELL (2 Bilingual immigrant students) - 4 Special Needs - 1 G/T - 40% Impoverished Neighborhoods - 1 Homeless – 8 agrarian families – 4 university – 10 industries – 2 white collar/prof

**State Academic Content Standards**

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.7.G.B.5 <b>Use</b> facts about <u>supplementary, complementary, vertical, and adjacent angles</u> in a multi-step problem to <b>write</b> and <b>solve</b> simple <u>equations for an unknown angle in a figure</u>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Supplementary, complementary, vertical, and adjacent angles
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	Use, Write, Solve
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**Materials**

Materials needed by teacher for <b>this lesson.</b> (such as books, writing materials, computers, models, colored paper, etc.)	Notepad to observe students, pre- positioned groups and secondary groups, posters for each of the four secondary groups with information about their topics, worksheets for when the students return to their home group.
Materials needed by students for <b>this lesson.</b> (computers, journals, textbook, etc.)	Writing utencil, paper to take notes with, textbook

**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 min	<b>Introduction:</b> An introduction of the activity clearly laying out all groups, instructions, and vocabulary words to be learned and used in the classroom.	By this point in the year the students will be accustomed to the jigsaw model as we will have completed several by now, so time spent to get the students ready will be minimized. The teacher will explain that we are doing another lesson with our home bases and expert groups. The students will get into their groups and prepare to split into their expert groups.
37-40 min	<b>Instruction:</b>  Jigsaw Model of Teaching	The teacher will be responsible for keeping the students on task, keeping the students that are struggling informed and caught up, and keeping track of time, because the students will be on a tight schedule in order to get their worksheets done.  The teacher will monitor the room with a notepad observing the students.  When it is time to return to home base, the teacher will assist students and groups that are struggling with the material so that they can complete the worksheet. This portion will take up the majority of the time in the lesson.  The worksheet provided by the teacher will closely resemble material learned from the expert groups to make the students more likely to succeed. The problems on the worksheet and the information learned in expert groups will be supported and surrounded by real life uses of the content, mostly from construction and architecture.
5-8 min	<b>Closure:</b> Peer and self assessment	The students will fill out a final worksheet evaluation themselves and their peers, highlighting questions about effort and helpfulness while completing the project.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	By using this poster method of the expert groups, the teacher could make a second poster for groups with members that are LEP/ ESL.  The teacher could also give special attention to groups that are struggling with comprehending the material in both their expert groups and home base groups.
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**Differentiation:**

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?	The teacher could use contextualized materials at each expert group so that students could get an active hands on approach while absorbing information.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	Teacher taking notes while students work
	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	Peer/ Self assessments

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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### Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	Behaviorist/ Constructivist views
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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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