

Name           Kylie Brickey          

## Lesson Plan Template

Lesson Segment Focus            Grouping Symbols            Lesson   1   of   1  

Course & topic addressed           Math - Algebra           Date   4/6/19   Grade   5  

### Student Outcomes

Specific learning objectives for this lesson.	The students will solve problems using grouping symbols including parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have previously learned what all math symbols mean. This lesson expands upon that knowledge to teach how grouping symbols can affect the order of operations.
Knowledge of students background (personal, cultural, or community assets)	

### 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.5.OA.A.1 Use grouping symbols including parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
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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?	Grouping symbols drawn on the white board with definitions written beside the symbol to remind the students what each symbol means and how it affects the order of operations.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>PEMDAS, Parenthesis, Brackets, Braces</b>
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## Materials

Materials needed by teacher for this lesson.	Grouping Symbols Drill and Practice PowerPoint Individual white boards for students Dry-erase markers Handout for remediation
Materials needed by students for this lesson.	Good attitude 😊

## 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>Introduction:</b> PEMDAS refresher	I will ask the students to tell me what they know about the order of operations. After they respond, we will briefly talk about PEMDAS and do a few practice problems together.
20 minutes	<b>Instruction:</b> Introduction of parentheses, brackets, and braces.	I will draw out brackets, braces, and parentheses on the white board. I will ask the students if they know what these symbols are. I will explain what they are and how they work in math problems. After this, I will write some example problems on the board. We will work through them as a class. Then, I will write sample problems and have the students write their answers on their white boards. When they are finished, they will hold their board up so that I can see their answers. After this, we will move into the PowerPoint Drill and Practice activity.

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.
20 minutes	<b>Closure:</b> PowerPoint Drill and Practice Activity	At this time, I will pull up the PowerPoint I have created. The students will respond to the math problems on their whiteboards and we will discuss the answers once everyone has responded.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.For these students, I will type up an outline of the new information that I presented in the lesson so that they can have a hard copy to reference throughout the lesson.
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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>In this lesson, I model the concepts, and I let students write their answers on the marker boards. By doing these two things, students get to watch and listen to the lesson as well as getting to physically respond to the material.</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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	PowerPoint Drill and Practice activity. The students respond on whiteboards and this lets me see whether they are solving the problems correctly or not.
	<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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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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