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## Lesson Plan Template

Lesson Segment Focus \_\_\_\_\_ Units of Measurement \_\_\_\_\_ Lesson 1 of 1

Course & topic addressed Math: Converting with Measurement Systems Date 3/10/19 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	Students will understand the differences between the metric system and the customary system. Students will understand how to convert measurements within the metric system and the customary system. Students will understand how to solve multi-step, real world problems that relate to measurement systems.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously been introduced to the customary system.
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.MD.A.1 Convert among different-sized standard measurement units within the metric system Convert among different-sized standard measurement units within the customary system Use these conversions in solving multi-step, real world problems
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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?	Several graphics will be posted around the room with information about both measurement systems. These will include: Mr. Gallon Man, metric system conversion poster, and customary system poster.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Metric System, Customary System, Measurement, Unit of Measurement</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	iPad PowerPoint Brain Pop App Customary Units Video Apple TV Exit Slips
Materials needed by students for <b>this lesson.</b>	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	<b><u>Introduction:</u></b> Introductory Discussion	I will begin by telling the students that we will be talking about measurement during class. Then, the students and I will have a brief discussion about the different ways that objects are measured. I will ask the students questions about measurement. I will ask: What items in your house can be measured? From there, we will talk about the different items and how they are measured (inches, gallons, ounces). If the students need some prompting on this, I will mention items like a flat screen TV, the milk jug in the refrigerator, water bottles, shoes, etc.)
40 minutes	<b><u>Instruction:</u></b>  Measurements PowerPoint Brain Pop Video Check for Understanding	Then, I will pull up my measurement PowerPoint, and explain to the students that there are two primary measurement systems: The Metric System and The Customary System. The PowerPoint will include examples of both systems both in picture and word format. I will then show the students the Customary Units Video on Brain Pop through the projector from my iPad and Apple TV. After the video, I will bring my PowerPoint back up, and as a class, we will take a brief quiz to check for understanding of the difference between the two systems. The PowerPoint will show pictures of items with the measurement that is used for those particular items. The students will take out a sheet of

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.
		paper and a pencil and they will write the item, the measurement, and what system they think is being used. Then, we will check our answers as a class. For each question, I will ask the students to raise their hand if they answered in the question correctly.
5 minutes	<b>Closure:</b> Exit Slip	I will hand each student an exit slip. On the exit slip will be the question: "What measurement system do you prefer to use? Why? Do not just write that it is because you use are more used to one system or the other." They will write their answers to this question, and I will use this information to check for understanding one more time before moving on to the next lesson.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I might modify instruction by creating an extra handout about the metric system vs. the customary system for these students to reference during the check for understanding and during the exit slip activity. That way they could have extra support when forming their answers.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I could provide an extra handout about the metric system vs. the customary system for these students to reference during the check for understanding and during the exit slip activity. That way they could have extra support when forming their answers.</p> <p>I would also put up several graphics will be posted around the room with information about both measurement systems. These will include: Mr. Gallon Man, metric system conversion poster, and customary system poster.</p>
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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	Check for understanding during the PowerPoint. The brief quiz shows the students what information they are still confused on, and I can see which questions they are understanding.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The exit slip. On their answers, they need to include some reasoning behind why they chose a system to be their favorite. By providing at least one piece of evidence, this shows me that they are grasping the differences between the two measurement systems.
	<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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>