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## Lesson Plan Template

Lesson Segment Focus Math Lesson 1 of 1

Course & topic addressed Math – Line Plots and Operations of Fractions Date 3/27/19 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	The students will analyze data to complete a table. The students will analyze data in a table. The students will construct a line plot to display a set of measurements in fractions of a unit. The students will demonstrate an understanding of using operations on fractions to solve problems involving information presented in line plots.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have previously worked with fractions, and the previous lesson taught them how to perform operations with fractions. This lesson extends this knowledge by having the students apply what they know about the topic to a real world problem.
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.B.2 • Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) • Use operations on fractions for this grade to solve problems involving information presented in line plots
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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?	A word wall with the academic vocabulary will be posted in the room to help my students remember them. This word wall will include definitions, cognates, and pictures.
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Line Plot, Fraction, Unit, Scale</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Google Spreadsheet Model Rainfall Handout for students to gather data for charts
Materials needed by students for <b>this lesson.</b>	Laptops Google Spreadsheets

## 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>Introduction:</b> Motivational Input	I will begin the lesson by showing a quick video on rainfall amounts and how these amounts affect crops. I will then tell the students that we will be working with rainfall amounts to determine which city in Arkansas is best for growing crops due to the amount of rainfall that city gets.  I will then split the students into pairs.
45 Minutes	<b>Instruction:</b> Students will read article with rainfall amounts. Students will create tables and line plots.	I will hand out the article with the rainfall information. The students will read the article and highlight the information they might need to meet the requirements for the table. The students will create their tables. The students will create graphs. During this process, I will walk around the room, stopping to talk to students, monitoring their progress, and answering any questions.

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	<p><b>Closure:</b> Class discussion and wrap-up.</p>	<p>The students will determine which city would be best for growing crops due to the amount of rainfall that city gets and we would discuss these answers in class. Each pair will also show the class the line plot that they made. If there are any remaining questions, we will discuss them now.</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>The students will be working in pairs for this assignment. The students will be able to use each other as a resource, and will be able to ask me questions.</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>For students who are struggling readers or who are ELL, I will highlight the key information from the article so that they can easily find that information without getting too caught up in trying to read the whole article.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The completed spreadsheet/worksheet will serve as a formative assessment. This will show me if the students understand what a line plot is. The requirements for the table (average, adding) will inform me as to how far the students' understanding of using operations to solve problems involving fractions has developed.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**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>