			Name_	Karley DuBar
	Lesson Plan	Template		
Lesson Segment Focus	Quiz Review		Lesson3	of3
Course & topic addressed5 th Grade Units of Measure		_ Date	_4-14-19	Grade5th
Student Outcomes				
Specific learning objectives for this lesson.	Students will practice identifying	units and practicing	ng conversations	
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have learned conversation factors, and practiced conversions.			
Knowledge of student's background (personal, cultural, or community assets)	Most students have experienced basic conversions through real life experiences. Like playing sports or building things.			
State Academic Content Sta	ndards			
List the state academic content standards with which this lesson is aligned. Include state abbreviation number & text of the standard.		n. • Convert among	different-sized stands	ard measurement units within
Academic Language Suppor				
What planned instructional supports students to understand key academi develop their content learning? What will you do to provide varying different levels of academic language.	c language to express and g supports for students at			
Key Vocabulary				
What vocabulary terms/content speterminology must be addressed for students to master the lesson?				

Materials

Materials needed by teacher for	PowerPoint game
this lesson.	
Materials needed by students for this lesson .	Pen and paper if students want to take notes.

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	Introduction:	Students will be presented with the objective. I will announce that we will be reviewing for their test with an interactive PowerPoint. They make take notes on the PowerPoint. I will ask if there is any homework questions, so I know how much time to leave at the end of the period.
	Instruction:	nomework questions, so I know now inden time to leave at the end of the period.
35-40		**You MUST play "Quiz Review" from the "Custom Show" tab!! We will go through the PowerPoint for review for their quiz. The interactive PowerPoint will contain questions on just basic identifying which unit is best used to describe the item. This will allow students to first distinguish between metric and customary. Secondly it will allow them to eliminate units to find the best one possible. There will then be questions on converting between units. A chart of conversion factors will be provided in the PowerPoint.
5-10	Closure:	Any last questions will be answered about the quiz. I will leave time for any homework questions.

Accommodations/Modifications

How might I modify instruction for: I will print out a list of the unit conversions, so student have access to them. I will also print out the Powerpoint, so students are able to write exactly on the slides. This will also be be	VVOIIIIO WWW.OID, II V WIII WWW.OID		
Remediation? I will also print out the Powerpoint, so students are able to write exactly on the slides. This will also be be	How might I modify instruction for:	I will print out a list of the unit conversions, so student have access to them.	
Intervention? that they will get to take the examples home to study with. IEP/504? LEP/ESL?	Intervention? IEP/504?	I will also print out the Powerpoint, so students are able to write exactly on the slides. This will also be beneficial that they will get to take the examples home to study with.	L

Differentiation:

How might you provide a variety of	We will do the PowerPoint review as a class. But, if students want to work together on the conversions during
instructional methods/tasks/instructional	wait time, they are allowed to!
strategies to ensure all student needs are	
met?	

Assessments: Formative and/or Summati	ve
Describe the tools/procedures that will be	☐ Formative /☐ Summative
used in this lesson to monitor students'	☐ Formative /☐ Summative
learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /☐ Summative
Research/Theory	
Identify theories or research that supports	
the approach you used.	
Lesson Reflection/Evaluation	
What went well?	TO BE FILLED IN AFTER TEACHING
What changes should be made?	
How will I use assessment data for next	
stens?	

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/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx