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Lesson Plan Template

Lesson Segment Focus Constructing an Investigation Lesson 1 of 1

Course & topic addressed Creating Solutions with Skittles Date 4-9-19 Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will create possible solutions to a problem. Students will communicate in small groups to design a process.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have background on finding solutions to problems.
Knowledge of students background (personal, cultural, or community assets)	Students with backgrounds to big companies, and how they operate may be beneficial to finding their solutions.

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.	5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (5-ETS1-2)
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	n/a
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Materials

Materials needed by teacher for this lesson.	Teachers should provide Skittles.
Materials needed by students for this lesson.	Skittles Laptop/iPad

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	<u>Introduction:</u>	Students will be introduced to the objectives. They will be given their skittles bag and be instructed NOT to eat them.
30	<u>Instruction:</u>	Each 2 Ounce bag of Skittle contains 54 skittles. Students will open their skittles bag and count how many of each color are in each bag. Students would investigate if their skittles bag had all of the same number of colors in each bag. The spreadsheet will allow everyone to enter their data as they go. The spreadsheet will be shared with all the students so they can contribute. We will then find the average of each color from all of the students' bags. Students will then communicate in small groups to design a process for the Skittles company to put the same number of skittles in each bag efficiently.
15	<u>Closure:</u>	Students will give a brief 2-5 minute presentation on what their group came up with.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students will be placed into groups to provide support for students who may not be comfortable speaking in front of the class. Being in groups will also help language support.
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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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	There are no assessments in this lesson. This is just a fun lesson with candy, that incorporates finding a solution to a problem.
	<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? 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>