

Name__ Karley DuBar_____

Lesson Plan Template

Lesson Segment Focus__ Converting with Rainfall_____ Lesson _____ 2 _____ of _____ 5 _____

Course & topic addressed __5th Grade Math- Converting with Metric and Customary Units__ Date__ 4-9-19_____
Grade__ 5th_____

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to complete conversions of metric and customary units.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already have a background with converting back and forth between units.
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 For example: Convert 5 cm to 0.05 m. • Convert among different-sized standard measurement units within the customary system For example: Convert 1 ½ ft to 18 in. • 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?	I will provide any academic language support that is needed. I will provide cognates for ELL students. If foreign students wanted to do their home state, or country. I would modify their locations, since the purpose of the lesson is conversions.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Metric Customary Convert Measurement
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Materials

Materials needed by teacher for this lesson.	Teacher should have copy of the spreadsheet.
Materials needed by students for this lesson.	Students will need their laptops or iPad, to look up the rainfall data. They will also need the spreadsheet to fill in.

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>	I will present the objective with students. I will clear up any questions about conversions, if there are any.
37	<u>Instruction:</u>	Students will practice conversions by looking at rainfall data from different cities in Arkansas. For Metric conversions, they will find Rainfall data in mL, and the spreadsheet will convert in to L. For Customary units, students will find the information in cups, and the spreadsheet will convert it to quarts. There is also a column for the total amount in each unit, and an average column for each unit. They will lookup rain fall data for Jonesboro, Blytheville, Helena, Hot Springs, Searcy, Mountain Home, and Fayetteville. They will do this for January, February, and March.
8	<u>Closure:</u>	Since we live in Jonesboro, students will compare rainfall data from January, February, and March.

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?	As a differentiation strategy I would allow students to work together in groups or pairs. This will provide a scaffold for ELL or struggling students.
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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	The spreadsheet will be turned in as a formative assessment.
	<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>