

Name Katy King

Lesson Plan Template

Lesson Segment Focus Rainfall in 7 Cities in the US in March 2019

Lesson 1 of 1

Course & topic addressed Math

Date 4/3/19 Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will determine the correct amount of rainfall in different cities in America for March 2019. Students will use fractions to represent these amounts and to find totals/averages.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will connect to previous lessons in which we have combined fractions.
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.6.NS.A.1 <ul style="list-style-type: none">● Interpret and compute quotients of fractions● Solve word problems involving division of fractions by fractions (e.g., by using various strategies, including but not limited to, visual fraction models and equations to represent the problem)
--	--

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 give students a handout summarizing what we have already learned about fractions so that they can have it handy.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Average Range
---	----------------------

Materials

Materials needed by teacher for this lesson.	Handout Digital Devices
Materials needed by students for this lesson.	Paper Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Time of Time	Engaging & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10 mins.	Introduction: Explanation	I will explain to students that we will be doing a lesson over fractions by observing rainfall in different cities in the country over the course of March 2019. Students will also have to input data and work with graphs, which is something they are very familiar with.
30 mins.	Instruction: Research	Students will use their computers to look up the rainfall in March 2019 for the following 7 cities: Jonesboro, Portland, Boston, New Orleans, San Francisco, Seattle, and Chicago. Students will record the amount of rainfall by using fractions. Once they fill in this data, they will have to find weekly and monthly totals and averages. When they are completely done with that, they will transfer this data from paper to an excel spreadsheet. They will add graphs of their choice.

10 mins.	Closure: Muddy Moment	Students will fill out a Muddy Moment before class is over. The question they will be asked is, "What confuses you about fractions after today? Do you have any other questions?" This will allow them to figure out what they know or don't know and since it's an individual thing, they can be more personal about it if they need to be.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students with learning disabilities could do this with a partner or get help/use a calculator for the totals and averages of the fractions.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students will use paper and digital devices for this assignment.
--	---

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	Formative Assessment--Muddy Moment
	<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.	
--	--

Lesson Reflection/Evaluation

What went well?	<i>TO BE FILLED IN AFTER TEACHING</i>
-----------------	---------------------------------------

What changes should be made? How will I use assessment data for next steps?	
--	--

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>