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## Lesson Plan Template

Lesson Segment Focus Geometry

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Sixth Grade Math

Date 03/01/19 Grade 6<sup>th</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to find the area of several different shapes and triangles.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know the formula of area and how to calculate it.
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.	<p>AR.Math.Content.6.G.A.1</p> <ul style="list-style-type: none"><li>• Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes.</li><li>• Apply these techniques in the context of solving real-world and mathematical problems.</li></ul>
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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?	The vocabulary that will be used in this lesson are words that the students are already completely accustomed to.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"><li>• Area</li><li>• Triangles</li><li>• Quadrilaterals</li></ul>
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	<ul style="list-style-type: none"> <li>• Polygons</li> <li>• Real-world problems</li> </ul>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Pen Paper Camera Handout
Materials needed by students for <b>this lesson.</b>	Pencil Paper iPad—Total Recall App

### 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.
5-10 mins.	<u>Introduction:</u>	To introduce area associated with these shapes to the class, I'm going to hand out a formula sheet and walk through it with the students. During this time, they are free to ask anything.
35 mins.	<u>Instruction:</u>	After getting the handout, we are just going to jump right into solving problems to find the area. We will use different types of shapes. After several rounds of examples, I will write a few problems on the board and students will be instructed to work the problems. I will not take it for a grade, but I will take it up just so I can know what students are understanding area and what students aren't. After this, students will get their iPads and go to the Total Recall app. With a group of 2 or 3, students will create a map with multiple ways that using area could solve a real-world problem. They will have to put a minimum of 2 solutions and with that, a small plan of what that could look like.

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 mins.	<b>Closure:</b>	Each group will go around and one person from each group will share with the class what they came up with. Students will vote on the one that they liked the most. The next day students will draw up a plan for the solution that everyone favored most. Depending on if it's realistic or not, they will make plans to actually execute what they came up with.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.For students with learning disabilities, I may just walk with them through the problems I put on the board rather than making them do it and taking it up.
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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 received a handout with all of the formulas on it and several examples with solutions. They have everything they would need to be successful in solving the problems.
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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	
	<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>