

Name Kelsey Plunkett

Lesson Plan Template

Lesson Segment Focus Drill & Practice Lesson 2 of 2

Course & topic addressed English, Math, Science, & Social Studies Date 10/29/18 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to properly recall information learned during the 2 nd nine week session. This lesson is to prepare students for the upcoming quiz.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This practice quiz should connect to prior lessons like identifying parts of a story though our reading exercises, fill in the blank multiplication like our doc and drawing assignment, and our science/social studies materials.
Knowledge of students background (personal, cultural, or community assets)	Many of the students in the class tend to be slightly competitive due to the strong support for competitive sports held in the community.

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.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers For example: Determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</p> <p>AR RL.3.5: Craft & Structure in Literature Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>AR C.2.3.1: Citizenship Investigate origins of state and national symbols, patriotic songs, and mottos</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>The PowerPoint trivia game (Jeopardy!) will be used as an assist in the drill & practice. Not only will this serve as a fun exercise for students, it will also help them recall information that is needed for the future quiz. For students that are not confident in providing a vocal answer, they can record their answers on paper to see if they are doing well.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students should know the parts of a story (terms and definitions), as well as what the term symbol means in reference to state symbols.
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Materials

Materials needed by teacher for this lesson.	Computer, PowerPoint, trivia questions in print, and trivia game.
Materials needed by students for this lesson.	Paper and pencil.

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 mins	Introduction: Intro to trivia	Students will be briefly instructed on how to play the game; by raising their hand, choosing a section, and answering in the form of a question. One student will be assigned to keep track of other students scores on the board. Students that don't want to answer allowed must record their answers on paper.
30-60 mins	Instruction: Participating in trivia	To begin, the teacher will call on a student that has their hand raised. The student will then choose their topic out of the four options; parts of a story, multiplication, planets, or state symbols. Starting with 100, the student must then answer the problem in the form of a question. If the student answers correctly, they will get to either advance in the category or choose another. If the student answers incorrectly, then a new student must be chosen. The student assigned to keeping track of the scores will then announce the winner once the board has been completely answered. The winner of the trivia will receive a prize (like candy, extra recess time, or a surprise). The purpose is to test students' knowledge over the covered subjects to make sure that they are ready for the actual quiz.

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 mins	Closure: Evaluation	Assess how well the students did in the game. Where do they need improvement? How did they feel like they did? Do they think that it helped them? Once the discussion is over, hand out printed trivia questions to students to study for the upcoming quiz.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Students will be accommodated by participating in class wide game and answering to the best of their abilities through vocal or written answers. For those with remediation or delayed response, I may allow extra time for them to compose their answer. The most important thing is allowing every child a way to answer(oral or written) and time to think.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Students will be able to answer vocally and practice their quick thinking skills by answering each question. By allowing students who do not want to answer vocally to write their answers down, they are still receiving their review, just in a way best suited for them.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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/ed3fd026-939f-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>