Lesson Plan Template

Lesson Segment Focus_____Add/Subtract Fractions_____   Lesson _____3_____of_____5_____

Course & topic addressed _____Math/Fractions_____   Date__11/7/18_____Grade__5_____

Student Outcomes

Specific learning objectives for this lesson.	-The learning objectives for this lesson is that students will be using their prior knowledge of adding and subtracting fractions without common denominators while also learning how to use a QR Reader.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-The past two days we have learned how to add and subtract fractions with and without common denominators.
Knowledge of students background (personal, cultural, or community assets)	-Students should have experience or have at least seen a QR code before.

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.NF.A.1: Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators" – Arkansas State Standards**

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?	-If students have trouble understand how a fraction is the same as the original fraction, I could always show them using pictures of how fractions compare.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**-fractions, common denominator, equality, greatest common factor**

Materials

Materials needed by teacher for **this lesson**.	-answer key of the scavenger hunt, index card for each question and answer,
Materials needed by students for **this lesson**.	-IPad to scan the QR Codes, the QR Reader 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 minutes	**Introduction**:	-To start the lesson, we will briefly review how to add and subtract fractions with and without common denominators.
30 minutes	**Instruction**:	-Starting the instruction, I will hand every student their IPad from the charging station. The QR reader app will already be on their. I will tell them to go ahead and click on it to open. There will be 15 questions around the room that involve the adding and subtracting fractions. Each question will have 4 possible answers with a QR code. Students will start at different questions, some will be at the same station because of more kids than questions. The students will solve the question and figure if their answer is correct by scanning the QR Code that associates with the answer they chose. If correct, the students will go to another question. If wrong, they will scan another QR code associated with another answer until they get it right. When a student gets all 15 questions correct, they will come show me their QR history and they will get a piece of candy or a prize.
5 minutes	**Closure:**	-The first 5 students who get 15 right is when the activity is over. I will have the students go plug up their IPad back into the charging station and go sit back at their desk. We will then go over each of the 15 questions or at least go over ones that students had trouble with.

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I think the activity is pretty easy for all students. The lesson itself however is pretty complicated so I may have the students go to their resource class with a fun activity over the lesson and it would be much easier for them to understand.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**The students getting the questions right/wrong lets me know which students needs are met and which ones are having a little bit of difficulty.**

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

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