

Name: Kayla Ward

## Lesson Plan Template

Lesson Segment Focus: Test Review/Game Lesson 1 of 1

Course & topic addressed: Math/Test Game Date 10/25/18 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	-Students will play a review game of Jeopardy for their math test the next day. The game should be a review of the content that's on the test, but if not then students should hopefully learn how to do the problems.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-We just had previous lessons on these problems so the children should remember them for the test tomorrow.
Knowledge of students background (personal, cultural, or community assets)	-The students will use converting or could be using them now. They also experience decimals quite often with money and such.

### 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.	<ul style="list-style-type: none"><li><b>-AR.Math.Content.5.NBT.A.3: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s).</b></li><li><b>-AR.Math.Content.5.NF.B.5: Interpret multiplication as scaling (resizing), by:</b><ul style="list-style-type: none"><li>• Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</li></ul></li><li><b>- AR.Math.Content.5.MD.A.1: Convert among different-sized standard measurement units within the metric system.</b></li><li><b>- AR.Math.Content.5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement</b></li><li><b>-AR.Math.Content.4.MD.C.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts • Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</b></li></ul>
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	<b>-AR.Math.Content.4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines • Identify these in two-dimensional figures</b>
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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?	-My planned instructional support is the jeopardy game that this lesson is over. This game should be a review for the previous content and I'm hoping it can be played by everyone.
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Fraction, Decimal, Place Value, Right angle, Acute angle, obtuse angle, angle, straight line, perpendicular, parallel, line, line segment, ray,</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Powerpoint operation, smartboard
Materials needed by students for <b>this lesson.</b>	-1 buzzer per team.

**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	<b><u>Introduction:</u></b>	-For the introduction, I will tell the students that we will be playing a game for review for the math test tomorrow. I will then split the students into 4 teams of 5. The students will move desks to form into tables so the students can easily discuss the questions then answer. I will then pass out a buzzer for each team.

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.
40+- minutes	<b><u>Instruction:</u></b>	-For the instruction, I will explain the rules. “A different team each round will choose a category that is on the board. I will click the category they chose and ALL teams will need to try and answer it as fast as possible. Whichever team answers correctly first, gets the points associated with that category. Only one answer per team.” The review is over whenever the last category is picked and answered. The team with the highest points will get 5 bonus points, 2 <sup>nd</sup> place 4 bonus points, 3 <sup>rd</sup> place 3 bonus points, 4 <sup>th</sup> place gets 2 bonus points. That way everyone has bonus points for doing the review. If a student is not here, they will not get any points.
3 minutes	<b><u>Closure:</u></b>	-When the game is over, I will write down who the groups’ points and I’ll the students return to their normal desks so we can begin the next lesson.

**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?	<b>The game will provide me information on what the students know and what they possibly don't know and need to work on. Hopefully, if time is given, we'll be able to do example problems between questions or, if needed, after the game.</b>
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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>