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Lesson Plan Template

Lesson Segment Focus: Math

Lesson _____ of _____

Course & topic addressed: Writing numbers in name form

Date: November 7th, 2018

Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Number name form (three-hundred forty-seven)
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know how to write numbers with single and double digits.
Knowledge of students background (personal, cultural, or community assets)	N/A

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.3.NBT.A.5: Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s) For example: Using base-ten numerals “standard form” (347) Number name form (three-hundred forty-seven) Expanded form(s) ($300 + 40 + 7 = 3 \times 100 + 4 \times 10 + 7 \times 1$)
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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?	I will review the words that might be new to my student’s vocabulary so they will have a full understanding of the lesson.
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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">- QR code- Word form
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> - Classroom set of iPads or tablets - QR codes that are linked to correct math problems
Materials needed by students for this lesson.	<ul style="list-style-type: none"> - iPad or tablet - pencil/paper

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.
	<u>Introduction:</u> 10	<p>I will review with my students how to transfer triple digit numerical numbers into word form.</p> <p>I will write a number on the whiteboard such as 245 and have a student come up to the board and write it in word form. I will repeat this until I feel my students have grasped the topic.</p> <p>After this, I will introduce the lesson.</p>
	<u>Instruction:</u> 25	<p>I will explain to my students that I have placed sheets of paper around the room that have QR codes on them.</p> <p>I will explain to them that they will travel around the room in groups of 3 and “scan” the QR codes with the QR code scanner app. The app will pull up a triple digit number either in numerical form or word form and they will have to transfer it to the opposite.</p> <p>I will explain to them that they can collaborate with their 2 other group members to figure out these problems. Each student will write each question and answer on their own sheet of paper as they travel around the room. I will explain to them that there are 10 QR codes around the room and some of them are hidden so they will have to ensure they have answered all 10 problems by the end of the lesson.</p> <p>Once I have explained the activity, I will ask if the students have any questions. Once all questions have been answered I will place students in groups and they will begin the activity.</p>

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.
	<u>Closure: 5</u>	<p>Once all students have completed all 10 questions, we will go over the answers as a class and the students will “self-grade” their papers.</p> <p>After we have gone over 10 questions, I will collect their papers to ensure they have grasped the concept of transferring triple digit numbers into word form.</p>

Accommodations/Modifications

How might I modify instruction for:	.If I have more than one student with ADHD or ADD, I will ensure that they are not in the same group.
Remediation?	
Intervention?	If I have a student with visual impairments, I will ensure the QR codes have larger print for them to see.
IEP/504?	
LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students needs are met, I would modify directions accordingly to how well students are understanding the lesson. For example, if it still seems like they aren’t understanding the lesson when it is completed, I will not quiz them over the material until they feel confident in the material.
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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	
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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>