

Name Madeline Martin

### Lesson Plan Template

Learning Segment Focu Integrating Literature and Technology into the Math  
Room                     

Lesson   1   of   1   Topic            Reading            Date   4/22/21  

Grade   5  

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will read multiplication, division, and books about technology. I think this will be a fun break from pen and paper problems and allow students to adventure around different types of books!
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	We are starting to work with different types of technology in our classroom and I want students to become familiar with it through these books before we jump in completely. We have also been working with multiplication and division so I think this will be a fun exploring day!
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	18 caucasian students 2 ESL students

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>AR.Math.Content.4.NBT.B.5</b> - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two twodigit numbers, using strategies based on place value and the properties of operations • Illustrate and explain the calculation by using equations, rectangular arrays, and area models Note: Properties of operations need to be referenced.
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Computer Technology Multiply Digit Whole Number
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>I will discuss with students the different types of vocabulary they will be reading about prior to them getting their books. We will go over any tricky words and explain what they mean while reading! Students should know the math words by this lesson!</p>
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Journal Computer Books

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 min	<b><u>Introduction:</u></b>	I will discuss with students that they will be going to the library and selecting two multiplication or division books. They will then be coming back to the classroom to choose two technology books from the ones I have listed!
40 min	<b><u>Instruction:</u></b>	<p>Students will go to the library and select their two multiplication or division books, they will then come back to the classroom and select two of the technology books from this list!</p> <ul style="list-style-type: none"> <li>- Chicken Clicking - By: Tonly Ross and Jeanne Willis</li> <li>- How To Code a Rollercoaster - By: Josh Funk</li> <li>- If You Give a Mouse an iPhone - By: Ann Droyd</li> <li>- Goodnight iPad - By: Ann Droyd</li> <li>- Pete the Cat Robo-Pete - By: James Dean</li> </ul>

		<ul style="list-style-type: none"> <li>- R is for Robot A Noisy Alphabet - By: Adam F Watkins</li> <li>- When Charlie McButton Lost Power - By: Suzanne Collins and Mike Lester</li> <li>- But It's Just A Game - By: Julia Cook</li> </ul> <p>These are all great books that introduce students to different forms of technology. Once students have read their four selected books they will get on their school laptops and summarize the books that they read!</p>
10 min	<b><u>Closure:</u></b>	I will have each student share their favorite math book and favorite technology book with the class and a little about it!

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose for students to use their school computers to write the summaries over the literature they read. This is a great way for students to become more familiar with computers! Students also self selected two technology books to read during this lesson. These are both great ways to add technology based instruction into the lesson!</p>
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### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>          (All students who have plans mandated by federal and state law.)</p>	<p>.I can give any student printed off notes, one on one time with me, or extra time in the classroom for whatever they need!</p>
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I provided literature with my instruction. Students have already learned a lot about multiplication and division, they got to read about it which allows them to see it from a different method. These books were great tools in aiding in their instruction</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Selecting their books!</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> <b>Summative</b>	<p>Reading their books and summarizing them!</p>
	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<p>Telling the class their favorite books!</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>I feel that adding in literature and technology into the instruction students are getting a wide variety of ways to learn the concepts!</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>? What <b>changes</b> should be made?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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How will I use <b>assessment data</b> for next steps?	
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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/har ms/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.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%20InT ASC.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>