

Name Madeline Martin

Lesson Plan Template

Learning Segment Focus Measurement

Lesson 1 of 1 Topic Measuring Objects Date 4/22/21

Grade _____

Student Outcomes

Specific learning objectives for this lesson.	Students will work on comparing different objects for weight, length, height, and temperature.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have already learned what these measurements are but now they are going to compare to other objects.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	22 - Caucasian students 2 - ESL

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.K.MD.A.1 - Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be	Weight Height Inches
---	----------------------------

addressed for students to master the content?	Feet Temperature
---	---------------------

Academic Language Support

<p>What are the Academic Language Function(s) (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 Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>We will discuss the different types of weight, height, inches, feet, and temperature but students are going to work on comparing these measurements to other objects. We will discuss all the different types of measurements and students will create flashcards through a quizlet on their laptops to practice!</p>
---	--

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer Paper Pencil
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Journals Computers Pencil Paper

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	<u>Introduction:</u>	I will discuss with students the different types of measurement. We will talk about how I weigh more when compared to them, or how it is hot outside in the winter and cold outside in the fall. I will have students come up with different comparisons and share them with the class!
40 min	<u>Instruction:</u>	I will have students look over their vocabulary Quizlet charts on their ocmputers. We will then create a classroom powerpoint that will be shared with the class. Each student will be in charge of creating one slide on powerpoint of a comparison of their choosing. They will include pictures of what they are comparing and which of the two would be the largest, etc. This will allow them to be creative in their creation of their slide and explore finding pictures as well as work on comparing measurements to real life objects.

10 min	<u>Closure:</u>	I will present the shared powerpoint with the class and students can see what their peers chose to compare. This will give students a good chance at seeing lots of real world objects compared. I will project this powerpoint onto the screen for the whole class to watch. I will have students write on a piece of paper a comparison that they learned about during the class to turn into me.

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>Projector Quizlet Computer Powerpoint</p> <p>All of these technology items aid in the instruction of this lesson. Students will use their computers to create a vocabulary chart of the vocabulary words for this unit. Students will also use the software powerpoint to create a shared class powerpoint on comparing measurements. I will use the projector to project this powerpoint onto the board for all students to watch. Each of these technology softwares allows students to get hands on experience with technology to aid in their instruction.</p>
--	---

Accommodations/Modifications

<p>How might I modify 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 extra time, one on one instruction, or hand written notes to any student who needs it!</p>
---	---

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will provide direct instruction to ensure students know exactly what is expected of them. I will allow students to be creative in their comparison and show their creativity in their work!</p>
--	--

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	<p>Vocabulary Quizlet Chart Practice</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Creation of powerpoint slide</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will write down a comparison they learned to be turned into me.</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>I used direct instruction to make sure students are understanding what is expected of them. I also implemented hands on technology time so students can get used to working with technology in a classroom setting!</p>
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

How will I use assessment data for next steps?	
---	--

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.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>