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Lesson Plan Template

Lesson Segment Focus Measure and estimate lengths in standard units

Lesson _____ of _____

Course & topic addressed Math and Measurements

Date 3/28/19 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will understand how to measure the distance in different units. Students will understand how to use different measuring tools. Students will understand when and why to use appropriate units.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior knowledge students need to know is understanding shorter lengths compared to longer length. Additional prior knowledge students need for this lesson is understanding of how to follow directions.
Knowledge of students background (personal, cultural, or community assets)	Students do not need any personal background knowledge.

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.2.MD.A.2 <ul style="list-style-type: none"> • Measure the length of an object twice with two different length units • Describe how the two measurements relate to the size of the unit chosen For example: A desktop is measured in both centimeters and inches. Student compares the size of the unit of measure and the number of those units.
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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?	Planned instructional support you might use is paper airplane templates. You can also conduct a mathematical lesson on units. For students at different levels of academic language development you can give additional resources or coloring sheets of unit examples.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Feet Inches Length
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	Meters
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Materials

Materials needed by teacher for this lesson.	Rulers, yard stick, paper, pencil, paper plane, marking tape
Materials needed by students for this lesson.	Paper, pencil, ruler, yard stick, paper plane

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.
15mins	<u>Introduction:</u> Making Paper airplanes	Students will get into groups; three different types of paper airplanes will be displayed. Students will choose one plane model to create by detailed instructions. Student choose how if any decorations they would like to add to their airplane. If the student has experience making paper airplanes they can do their own airplane design and tweaks. The teacher will you this time to inform the students that the goal is to make their airplanes travel the farthest.
40 mins	<u>Instruction:</u> -Review measuring definitions and tools -Students will be deploying the airplanes down the hallway.	First we will discuss the vocabulary of the lesson, which are inches, feet, yards, and meters. Specifically, inches will be explained displaying the ruler, feet will be the ruler as a whole, yard will be demonstrated using a yardstick, meter will be using the meter stick. I will give each student a worksheet for inches. Then, each student will use their ruler to measure their airplanes dimensions (length and width). Next, we will have a class discussion on whether to use inches or feet to measure things around the room. Additionally, in our class discussion I will show the students a yard stick compared to a meter stick. After the worksheet and discussions, I will orderly go out into the hallway bringing one group of students at a time the rest of the students will be expected to finish the measurement worksheet. Each student will stand at the start tape and fly their paper airplanes 3 times and mark where it landed with a piece of tape with his or her initial. The student will use a tape measure to record the distance in feet as well as inches, write each measurement on a slip of paper, then hand it to me.

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.
10mins	Closure: -Discussing the data	After entering the data as the students hand in their measurements, the spreadsheet and graph should be ready to display in front of the class. We will discuss whose airplane went the farthest and who's may have gone the shortest distance. We could look at the physical airplanes and infer why there may have been a big difference.

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?	I would have instructions post in a variety of ways. I would prompt students with information to find the answers individually. I would have the groups assigned by who works the best together.
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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>