

Lesson Plan Template

Learning Segment Focus: Revolutionary War

Lesson 3 of 10 Topic: Inflation **Date:** 4/6 **Grade:** 5th

Student Outcomes

Specific learning objectives for this lesson.	To be able to see how the revolutionary war affected prices in different countries at the time
Justify how learning tasks are appropriate using examples of students' prior academic learning .	These are appropriate because the students will have been learning about the revolutionary war so this will be a good connection as we start putting more emphasis on inflation in countries
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	We still experience inflation today so this will show how the world around us impacts prices right here in the United States

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	E.6.5.4 Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period D2.Eco.11.3-5
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Inflation Percentage War Crop Cost
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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>Students are getting hands on experience of finding historical data of prices and combining that with math skills they know are able to find percentage increases in prices over time. This allows them to accurately see inflation. I will use things like vocab sheets and word walls to help with the language supports.</p>
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Textbook, Computer, Smartboard/projector, teacher notes
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers with excel, notes provided, paper, pencil

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)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Key terms • Quick read 	<p>First I will be handing out a list of key terms for the unit. We will then go over the ones that are relevant to the lesson today. After we have reviewed these terms we will do a quick read together about inflation. This will just give them a quick overview of what inflation is and how it works</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Lecture • Spreadsheets • Notes 	<p>This is where I will do a quick lecture over the consumerism during the revolutionary war. Students will be taking guided notes during this time. We will talk about the impact that the war mainly had on food at the time and why the United States, Britain, and France are the countries we are focusing on. We will be focusing on these since they were the ones most directly involved in the war. After the lecture is over students will fill out a spreadsheet I have provided them. They will have to use research to figure out number totals for prices before, during, and after the revolutionary war. This will then lead them to the comparison page where they will examine all of the data they have collected to answer questions I have presented them.</p>
10 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Peer review • Closing Remarks 	<p>After they have finished the questions, they will do a anonymous peer review of their answers. This will work for one of the formative assessments of the day. Lastly I will give closing remarks regarding</p>

		what all we covered, how the class felt, and what we will be doing the next day.
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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>We will be using computers that have excel spreadsheets on them. Excel is a good program for this lesson because the students are able to easily enter data into the spreadsheets and have calculations that automatically come out for them. This allows them to more easily examine the information they have gathered and come to their conclusions.</p>
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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 will have accommodations that include limited research for students that need a smaller exploring area to get their data. I will also have some different color layouts if I see it needed for certain students and some students may get partnered up if needed.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Color coding on the spreadsheets will be a great technique and also the guided notes are for everyone but they are mainly being used for students who need the extra help note taking. This should be a good scaffold for them to make sure they are getting the correct information.</p>
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Quick 3 question ticket after quick reading
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Hands Up/ quick understanding
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Peer Review

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>Pillow Model of Research says that all of this is good techniques</p>
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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>;
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