

Name Ms. Maggie Schreit

Lesson Plan Template

Lesson Segment Focus Compare Averages and Totals from Classroom Contest

Lesson _____ of _____

Course & topic addressed **Mathematics**

Date: 10/05/18 Grade 4th Grade

Student Outcomes

Specific learning objectives for this lesson.	Fourth grade students will compete with each class to see who can raise the most items for the Mission Outreach.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students understand how to take averages and total scores. They have learned how to add/subtract/multiply/and divide.
Knowledge of students' background (personal, cultural, or community assets)	Students can relate to the lesson by working together to raise money to help other people. Students will understand that everyone struggles and can get help from other people.

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.4.NBT.B.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm
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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?	Students will have access to have one-on-one time with the fourth grade instructors.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Average (or Mean) and Total
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Materials

Materials needed by teacher for this lesson.	Socks, Cans, Cases of Water, Toilet Paper Rolls, and Microsoft Excel
Materials needed by students for this lesson.	Socks, Cans, Cases of Water, and Toilet Paper Rolls

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.
Beginning of the Semester	<u>Introduction:</u> Introduce the competition topic.	The instructor will explain the competition between all of the fourth-grade classes by pulling up the Excel Spreadsheet Template. The instructor will then explain average and total by giving the students various average and total lessons and assignments throughout the entire semester.
Both semesters	<u>Instruction:</u> Students will work on raising cans, toilet paper, cases of water, and socks throughout the entire semester.	The instructor will help the students raise items for the Mission Outreach by bringing items herself. At the end of each nine weeks, the instructor and students will count and total up the number of items they got for that nine weeks, and then take the average.
End of the second semester	<u>Closure:</u> Competition winner will be announced.	Fourth-grade students will host a get together for the announcing of the Competition Winners. They will explain average, mean, total, and show their created charts and graphs they used to understand vocabulary terms.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For remedial students, the instructor will sit them close to the front. During the activity, the instructor may have the students who are in GT work with the student in remediation. After activity, the instructor will assure that all students understand the material and its importance. Students with 504 will be sat at the front of the room and work either alone or with one, possibly two, partners. The teacher will keep close eye on 504 students to ensure they are understanding the material and keeping on track. Instructor will assure understanding.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Instructor could have students work in groups so everyone can work together to solve their own math problems to understand average and total
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	After lesson, instructor will ask various questions about the lesson as an assessment.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	At the end of the unit, the instructor will give a quiz/small test over this topic as an assessment.
	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	At the end of the semester or nine week interim, instructor will give exam with this material included as an assessment.

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>;
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