

Name Sydney McClung

## Lesson Plan Template

Lesson Segment Focus Addition in Cooking

Lesson 1 of 5

Course & topic addressed Health and Nutrition in Math

Date 10-17-19 Grade 4

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to add up the number of calories that are in a meal that they have composed and then write a paragraph about how they could make this meal healthier. Students will also be able to create a plate out of clay.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned how to add and how to construct a paragraph. They have also learned about my plate and how many servings of each food group they are supposed to have each day.
Knowledge of students background (personal, cultural, or community assets)	One student comes from a primarily spanish speaking household. Some students come from areas of poverty.

### 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.	<b>AR.Math.Content.4.NBT.B.4</b> 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?	Review on how to construct a paragraph and add will be provided, review on the meaning of calories in foods will be provided as well I will also provide modifications and accommodations for struggling learners to help ensure the greatest chance for success
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>addition, calories, paragraph, illustrate</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	worksheet, clay, calorie counter
Materials needed by students for <b>this lesson.</b>	pencil, access to a computer

## Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Time	Engaging & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	I will begin with reminding students about details of “my plate” and the various servings of each food that you should have each day. Then I will instruct students on how to make a plate out of clay.
	<b><u>Instruction:</u></b>	After students have created their plates I will pass out the worksheet that the students will do. Students will begin to work on putting together their favorite meal. Once they have decided on what foods they would like to have they will put their items into the calorie counting website (my food tracker) to figure out how many calories each item has. Once they have added up the calories in their meal they will write a paragraph about how to make their meal fit into the “my plate” guidelines.

	<b>Closure:</b>	Students will then raise their hands to share what their original meal was and how they changed it to gain the appropriate portions of food. Students will turn in their worksheet for a grade.
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**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try) IEP/504 : ADHD: sit close to the teacher for redirection Dyslexia: work with a partner or teacher on the worksheet and then use voice to text on laptop for looking up the calories. Elimination of some questions to aid in the completion of the assignment LEP/ESL : Offer instructions in spanish, print worksheet in spanish along with English and provide extra time for working since they have to translate information to understand the english.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) Directions will be provided verbally and worksheets and visual aids will be provided to help ensure that both of these learning styles are represented and students will create their own plates out of clay to represent the kinesthetic and tactile learners.
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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.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>;  
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