

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Rounding Decimals

Lesson 5 of 5

Course & topic addressed Health and Nutrition in Math

Date 10-19-19 Grade 4

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to compare the prices of foods to determine which is cheaper
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned how to read decimals and have learned how to sort numbers least to greatest and greatest to least
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.	AR.Math.Content.4.NF.C.7 • Compare two decimals to hundredths by reasoning about their size • Recognize that comparisons are valid only when the two decimals refer to the same whole • Record the results of comparisons using symbols ($>$, $=$, $<$), and justify the conclusions (e.g., by using a visual model)
--	---

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?	provide definitions and examples for key terms as well as modifications and accommodations for struggling learners that are in need of help to ensure the greatest chance for success
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	decimal, greatest, least, compare, cheap, expensive, price
---	---

Materials

Materials needed by teacher for this lesson.	worksheet, whiteboard
Materials needed by students for this lesson.	pencil

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

Time	Instruction & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	The lesson will begin with me discussing the key vocabulary words and writing their definitions on the whiteboard. Then I will pass out the worksheet to the students.
	<u>Instruction:</u>	Once the worksheet has been passed out, I will proceed to do an example of what I expect on the board. Then students will get into small groups to work together on the worksheet.

	Closure:	As students are working on the worksheet I will write some of the questions from the worksheet on the board so that students can come up and demonstrate to the class how they got their answers.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)IEP/504 : Dyslexia: extended time on the assignment, work with partner, elimination of some questions to lighten the load of the assignment. Allow students to use voice to text if needed to complete the assignment ADHD: sit by teacher for redirection LEP/ESL : provide directions and worksheet in both english and spanish to allow students the ease of reading and hearing in their native language while also allowing them to practice in their second language, allow extended time for completing the assignment
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) Verbal directions will be provided as well as visual directions and definitions. Kinesthetic and tactile learners will have their needs met through working problems out on the board and explaining their reasoning.
--	---

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.	
--	--

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>
---	---------------------------------------

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>