

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Multiplication in Cooking Lesson 2 of 5

Course & topic addressed Health and Nutrition in Math Date 10/18/19 Grade 4

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to multiply whole numbers and fractions in order to double the servings in a recipe and then state how they could use this skill in their everyday lives.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned to multiply and have learned what what fractions are and how to read them. They have also learned about recipes and how each ingredient has a purpose in the recipe.
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.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number
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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?	Provide definitions and examples for words like fraction, recipe, ingredients, and multiply to help ensure that students understand each element of the assignment. 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?	multiply, fraction, recipe, ingredients
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Materials

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

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

Time	Instruction & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	First we will discuss what a recipe is and what ingredients are. Then we will review the parts of a fraction and how to multiply fractions with whole numbers.
	<u>Instruction:</u>	Then I will pass out the worksheet. Students will complete the worksheet. I will also pass out snap cubes to aid students in completing the worksheet

	Closure:	Students will pair up with a partner to discuss their answers. Students will turn in their worksheet for a grade.

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
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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) verbal instruction and examples will be given as well as visual aids and examples. building with the snap cubes and then drawing a representation of the snap cubes will satisfy 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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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>;

<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>