

Name Sydney McClung

## Lesson Plan Template

Lesson Segment Focus Measuring Angles Lesson 3 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 measure angles in the letters of their name that they have drawn to mimic food
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	students have previously learned about angles and how to use a protractor
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.MD.C.6</b> • Measure angles in whole-number degrees using a protractor • Sketch angles of specified measure
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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?	Definitions of key terms and examples will be provided to ensure that students understand what is being asked of them and that they are able to complete 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?	<b>angle, protractor, measure, fruit, vegetable</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	graph paper, examples to show students, white board, protractors
Materials needed by students for <b>this lesson.</b>	colored pencils, access to the internet for ideas

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

Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	To begin this lesson I will introduce/ review the key vocabulary with the students by writing them on the whiteboard. Then I will pass out two pieces of graph paper and protractors to each student.
	<b><u>Instruction:</u></b>	Once I have passed these out I will have the students use one piece of graph paper to follow along with me as I create an example on the board. I will choose one letter and depict it as a fruit or vegetable. Once that is done, I will measure the angles within the letter and label them accordingly. After this is done, the students will move on and create their names in fruit or vegetable letters and label the angles found inside. Students will be allowed to use their laptops to search for ideas of fruits and veggies to use in their name.

	<b>Closure:</b>	Once students have created their name they will color it and turn it in 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 directions will be provided as well as visual directions, examples, and definitions. Kinesthetic and tactile learners will have their needs met through creating their own name of foods and angles.
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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>