

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Symmetry with art and food

Lesson 4 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 draw a self portrait using fruits and vegetables while also keeping the self portrait symmetrical
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned what symmetry is
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.G.A.3 • Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts • Identify line-symmetric figures and draw lines of symmetry
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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 for key terms and examples will be provided to help students to understand the objective of this project. 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?	symmetry, self portrait
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Materials

Materials needed by teacher for this lesson.	large pieces of drawing paper, examples of what the project is supposed to look like
Materials needed by students for this lesson.	colored pencils, access to the internet for ideas

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>	To begin this lesson I will show students an example of an artist who has created a picture similar to what they will be creating. Then we will discuss key vocabulary and I will write definitions on the board as needed. Then I will instruct students to create a self portrait using only fruits and vegetables, but also making their picture symmetrical.
	<u>Instruction:</u>	Once definitions and directions have been addressed, I will pass out the drawing paper and the students will get out their colored pencils. Students will be allowed to use their laptops to search google for ideas of fruits and veggies to use in their portrait.

	Closure:	Once students have finished their artwork we will discuss how each student make their piece symmetrical and then hang their pictures up in the classroom to display the hard work that they have put in.

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 self portrait
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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)
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