

Lesson Plan Template

Lesson Segment Focus Comparing Prices Lesson 1 of 1

Course & topic addressed Mathematics Date 10/29/2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify differing prices, stating which ones are lower and which ones are higher. Students will also be able to look at the average prices of items.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will know what higher, lower, and average mean.
Knowledge of students background (personal, cultural, or community assets)	Students have knowledge of prices and face value of money.

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.3.OA.B.5 - Apply properties of operations as strategies to multiply and divide For example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (Commutative property of multiplication). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (Associative property of multiplication). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property). Note: Students are not required to use formal terms for these properties.
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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?	I could use a video made explaining the vocabulary to the students in a fun way.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Higher, lower, average, price, money, cost, difference
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Materials

Materials needed by teacher for this lesson.	Excel, computer access
Materials needed by students for this lesson.	Excel, computer access

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

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5	<u>Introduction:</u>	At the beginning, I would play a short video for the students explaining to them the basics of comparing prices. This would include defining words like higher, lower, average, price, money, cost, and difference.
30 minutes	<u>Instruction:</u>	We would then start by talking about the difference between store brand items and name brand items. I would ask them to all get out their chromebook and have them all open the template Comparing Prices. Next we will all get on the internet together and go to each stores website. On each website, we will find each item we are looking for and find the store brand and the name brand products. We will then enter the prices for each one into our template. We will continue this for each item we have on our sheet. After we are finished finding products and entering prices, I will then let my students explore the template for about 10 minutes and tell them to write down three different things they noticed about the prices or differences in stores.
10 minutes	<u>Closure:</u>	At the end of the lesson, I will have students share different things they noticed. We will write these on the board for all of the students to be able to see.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might modify instruction for remediation students by doing this lesson one-on-one with them to try to be able to identify any confusion or mistakes made. I might also modify instruction for ESL students by trying to translate the template to Spanish and use more of the pictures and numbers to teach the lesson/
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could incorporate the video for auditory and visual learners. I could also come up with different movements to help remember the differences of prices and higher and lower prices to try to help kinesthetic 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:EsQcNWuG1Z0J: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.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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