Updated 12-17-19 NLC

Name____Sydney Sweat_____

Lesson Plan

Learning Segment Focus____Equations _____Lesson __1____of___2___

Course & topic addressed ____Math _____Date___3/10/20__ Grade__6__

Student Outcomes

Specific learning **objectives** for this lesson.	Students will use Explain Everything to solve equations, and create their own expressions. They will then use the app to design a presentation on how they solved their equations.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will be able to use prior knowledge of order of operations multiplication, addition, subtraction, and division to solve equations. Prior to this, students will go over variables and how they can be developed. This will all be combined to solve one-variable equations.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	I will use student's background knowledge to see who has more strength and who is weaker in this area. I will then pair them up for the presentation together so they will be able to balance each other out and contribute two different perspectives. If there is an ELL student I can pair them with a student who is very outgoing and welcoming.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**AR.Math.Content.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: • Using substitution, which values from a specified set, if any, make the equation or inequality true?** **AR.Math.Content.6.EE.B.6 • Use variables to represent numbers and write expressions when solving a real-world or mathematical problem** **• Understand that a variable can represent an unknown number or any number in a specified set**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Variable, substitution, inequality, expressions, and specific**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	I will use vocabulary and content to provide an academic language focus. There will also be videos played to help grow an understanding of the different language functions that I will use in my lesson.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad, pencil, worksheets, and vocabulary sheets
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPad, pencil, worksheets, and vocabulary sheets

Lesson Timeline with Instructional Strategies & Learning Tasks

t of Time	**ng & Learning Activities (This should be a BULLETED LIST)**	**e what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)**
	<u>Introduction</u>: **I will pass out vocabulary sheets and students will put their own definitions next to the words.**	ke up the vocabulary sheets to see what needs to be worked on and what my students know. I will then pass out the same vocabulary sheet that we will fill in as a class.
	<u>Instruction</u>: Students will use their app to take notes, solve equations, and form questions. They will also work on a worksheet to be able to fully understand the concept.	se direct instruction to teach my students about expressions and inequalities. We will work through worksheets which I will informally assess as they work and ask questions.
t class they will get the full 60 minutes to work and present	**<u>Closure:</u>** Students will work on their group presentations and present	rade my student's presentations and ask them questions as they present.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.I will make the sheets online and a hard copy both. This way students who struggle will have the ability to do which ever they feel most comfortable with. Having the students pairs together to best help each other is also a modification I will implement. Students who need extra help or something read to them will be paired with a group of students who can assist them and push them in the right direction.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	**The app Explain Everything will be a tool that I use to assist students. The neat and unique features will provide the best opportunity to ensure all students needs are met. They can video the lesson, take voice memos, draw notes, type notes, highlight, and color coat anything they need to be organized. I will also provide a sheet with definitions that are correct and that we discuss that can be referred back to.**

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be	X Formative /☐ Summative	I will assess the vocab sheets and that will be

used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).		how I group the students. I will also really hit the most missed vocab hardest during my instruction.
	X Formative /☐ Summative	I will walk around and assess sheets and make note of what questions the students have. After taking up the worksheets, I will grade them by assessment of if the students understood my lesson or not.
	☐ Formative /X Summative	I will assess the student's presentation on if they understood what was asked of them and if they understood the lesson.

Research/Theory

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Siegfried Engelmann, Dr. Wesley Becker created direct instruction. This is a model that is deductive and teacher lead. It is explicit guided instruction.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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.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