

Name Sydney Sweat

## Lesson Plan

Learning Segment Focus Best Windows for Construction Lesson  
1 of 1

Course & topic addressed Finding the characteristics best for the criteria Date 3/29/10  
 Grade 6

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will compare and analyze different sets of data and determine which window and other materials would be best to use to build a house with.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students will use prior knowledge from previous grades and in their math classes they have this year. They will also use their previous technology skills for assistance in this lesson.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students have family who have built houses or maybe even build houses for a living. This also may be something that they do eventually. It is appropriate for students of all background, culture, and genders.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Solution</b> <b>Quality</b> <b>Sustainability</b> <b>Elimination</b>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	I will use vocabulary quilts to review the vocab and also allow the student to have access to it over time whenever they may need it for reference. Making sure that vocabulary is included in syntax and sentence structure will also allow for academic language support.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Paper, pens, computer, spreadsheets on Google
Materials needed by <b>students</b> for this lesson. (computers,	Paper, pens, highlighters, computer, spreadsheets on Google

journals, textbook, etc.)	
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**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10	<p><b><u>Introduction:</u></b> Vocabulary Quilt in groups</p>	I will pair up groups and give the groups a word to do a vocabulary quilt on and lead the presentations that they will then do to the rest of the class.
10	<p><b><u>Instruction:</u></b></p> <p>Students will popcorn on experiences and background they have with building houses, people they know who have built houses, or any background they have.</p>	I will write down the information they say and lead the discussion. If the conversation starts to die, I will provide guiding questions to get all of the information needed.
40	<p>Students will analyze and highlight data I give them and fill out their spreadsheet. They will fill out my template on the windows based on the information given. They will then create 2 additional spreadsheets on any of the extra materials I give them.</p>	I will talk about what the data means and where it should go. This will mostly be a direct instruction lesson. They will have previous experience with spreadsheet so they shouldn't be completely lost. I will guide them in comparing many different objects on the benefits of each and how it's important to have that particular thing.
20	<p>Students will come in and finish anything they need to be done. If they are done they will jazz up their charts and make graphs</p>	I will help students who are further behind catch up and guide them in understanding what everything means
30	<p>Students will participate in direct instruction</p>	I will show all of the charts and graphs filled in and we will discuss them as a class. I will lead a discussion and talk about the importance of the graphs and etc
10	<p><b><u>Closure:</u></b> Students will turn in their work on google classroom and preform an exit slip</p>	I will pass out and take up exit slips

**Accommodations/Modifications**

How might I <b>modify</b> instruction for:	Instruction will be included verbally, written, and on Google Classroom
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<p><i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>Instead of having to create their own spreadsheets from scratch, I will have all of their templates made for them to just be able to fill out.                  I will also make the papers digital where it can be read to them rather than trying to read all of the data on their own.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>Students will be able to highlight their information that they think is important.</b>  <b>The instructions and etc will be included verbally, on Google Classroom, and on paper.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will assess student's vocabulary quilt and group work. The vocabulary quilt needs to contain all important information and everyone needs to contribute something to it.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will assess how well students completed their spread sheets and made their graphs. The information on the graphs should follow my key and the information on the sheets that I give the students.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>I would give students an exit slip on what window they would choose and why.</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Interactive teaching –Stallings, Cory, Fairweather, and Needles                  Active Teaching- Brophy and Good</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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&qI=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>