

Name Skyler Yeargan**Lesson Plan Template**Learning Segment Focus ratiosLesson 1 of 1 Topic Math Date 5/2/21 Grade 6th**Student Outcomes**

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> Students will solve ratio problems with ease Students will be able to identify what is important, crafting an equation and solve the problem from a word problem
Justify how learning tasks are appropriate using examples of students' prior academic learning .	<ul style="list-style-type: none"> Students will be able to have a deeper understand of math
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	<ul style="list-style-type: none"> Understanding how to solve ratio world problems will allow the students to quickly evaluate real life situations.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> AR.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Ratio, quantity, whole, measurement unit, and percent
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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) ?	<ul style="list-style-type: none"> Students will be given a copy of the measurement unit is and their meaning. Along side with the conversions numbers.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector, paper, and Pen
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pen, water spray, exclusive cloth and the rocketbooks

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)
5	<u>Introduction:</u>	<ul style="list-style-type: none"> • I will ask students to go get a rocketbook that has blank space on it. • Along side a pen, cloth, and water spray • I will then allow them time to get required items while I set up the projector
40	<u>Instruction:</u> Practice	<ul style="list-style-type: none"> • I will then show a word problem on the projector and ask the students to solve the problem on their rocketbooks. • While the students are doing that, I will solve it on my own • When the time is up, I will ask the students what they have gotten before showing them my answer. • Once they have seen my answer they will spray the rocketbooks and wipe to continue their practice. • This is a drill and practice day so I will continue showing them problems to solve until the end of class.
5	<u>Closure:</u>	<ul style="list-style-type: none"> • I will tell the students to clean off the rocketbooks and put them, and the other objects, away to their rightful place.

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>Rocketbooks were used for a drill and practice of students writing down the equations and solving it on paper. The projector was used to show the students what the problem is and how I solved it on the board.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: <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>	<ul style="list-style-type: none"> I will give the students a piece of paper with cognates on it to help them compare what words mean what from the word problem. The other students will be able to have their own handout of the question for them to highlight or underline the important parts of the questions.
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Differentiation

<p>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.)</p>	<ul style="list-style-type: none"> Like I said before, the students that need it will be given a handout with the questions on it so they can highlight or underline the important parts of the question.
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Asking the students what they did to solve those problems
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (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.</p>	n/a
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Lesson Reflection/Evaluation

<p>What went well?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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.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>;
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