

Lesson Plan Template

Lesson Segment Focus: Patterns in math
Course & topic addressed: word Problems

Lesson 1 of 2
Date: October 4, 2019 Grade3

Student Outcomes

Specific learning objectives for this lesson.	The students will learn two-step word problems
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, students should be similar with word problems.
Knowledge of student's background (personal, cultural, or community assets)	Basic addition and multiplication principles.

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.	<p>AR. Math. Content. 3.OA.D.8 Solve two-step word problems using the four operations, and be able to:</p> <ul style="list-style-type: none"> • Represent these problems using equations with a letter standing for unknown quantity • Assess the reasonableness of answers using's mental copulation and estimation strategies including rounding
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Word problem</p> <p>Unknown quantity</p>
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Materials

Materials needed by teacher for this lesson.	The teacher will need to use math book to teach the lesson. The teacher will have printed out notes for students to write about, the teacher will also need a smartboard to show the notes on.
Materials needed by students for this lesson.	Students will need a pencil to take notes, as well as their iPad to use the app Bedtime math (as their exit pass) and a whiteboard. Students will also need access to the app Kodable

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 minutes	<u>Introduction:</u>	The teacher will start class by explaining what 2 step word problems are.
20 minutes	<u>Instruction:</u>	<ul style="list-style-type: none"> • The teacher will take 20 minutes to teach the lesson on two step word problems going over multiple examples given from the less in the book. • After the lesson is complete the teacher will have students pull out their iPad and click on the Bedtime Math app. • Students will then click on content and go to October 4 (Cake? Cake? Waffles? Waffles?) the students will then click on the problem big kids and begin working it on their white board. • The teacher will be walking around to check progress, Etc. once the student has gotten the answer right, he/she can continue using the app to work on additional math problems. • After students finish the daily problem, they can get onto the app Kodable and practice an outer space themed coding game.
5 minutes	<u>Closure:</u>	In closing, the teacher will ask students to raise their hand and summarize what the lesson was over.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) this lesson finishes as a class activity. Students who need attentional assistance will be able to get help during white board time.
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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) though using whiteboards, both visual learners and hands-on learners are able to learn.
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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.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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