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| **CRISPA Lesson Plan Template**Connections, Risk-Taking, Imagination, Sensory Experience, Perceptivity, Active Engagement |
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| **Teacher Name:** |  |
| **Content &Grade Level:** | *Math, 6th* |
| **Unit Title:** | *Party Planning on a Budget* |
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| **Lesson Title:** | *Fractions, Decimals, and Percents… Oh My!* |
| **Day of Lesson:** | *Lesson 1 of 10* |
| **Duration of Lesson:** |  *1 day* |
| **Length of Class Period:** | *40 minutes* |
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| **Common Core / State Standards:***\* Intervention Lesson for Students on IEP’s* | 1. *[CCSS.MATH.CONTENT.6.RP.A.3.D](http://www.corestandards.org/Math/Content/6/RP/A/3/d/)Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.*
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| **Measurable Lesson Objectives:** | 1. *Students build familiarity with vocabulary words (i.e. fraction, decimal, and percent)*
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| **Materials and****Resources needed:** | * *Vocabulary Graphic Organizer*
* *Scissors*
* *Plastic bags*
* *Pencils*
* *Markers to label bags*
* *Recipe cards*
* *Party Decorations (balloons, streamers, etc.)*
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| **Anticipatory Set:** | ***Engage:*** * *Room will be be decorated for a party (streamers, balloons, music, etc.) (Sensory)*
* *Students will think of a favorite celebration or party to share with a classmate*
* *Students will use the inner/outer circle protocol to share different components of their favorite celebration (Connections)*
* *After discussing their favorite celebrations, the students will be told they will be having a celebration at the end of the unit and it will be their responsibility to create recipes for their favorite food*
	+ *Students will get in small groups to identify foods they hope to contribute to the celebration*
	+ *Recipe cards will be available for groups to choose from*
		- *Recipe cards will have percents, decimals, and fractions for the unit measurements*
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| **Procedures and Research-based Instructional Approaches:** | ***Explore:**** *After the anticipatory set is wrapped up, students will begin work on vocabulary development*
* *Groups will each be given a vocabulary word to explore and chart paper (predesigned in a Frayer model format – definition, example, non-example, picture) (Risk-Taking, Imagination)*
* *Each group will have supports/resources to define predetermined word (Active Engagement, Risk-Taking)*

***Explain:**** *After groups have completed their Frayer model, they will use “The One Left Behind” (gallery-walk style) protocol to share out vocabulary words.*
* *Students travelling to posters will carry graphic organizer to capture definitions and key words for vocabulary words (Active Engagement)*

***Extend/Elaborate**** *Students will return to small groups and make connections between the vocabulary words (i.e. decimals and fractions can each represent portions) (Perceptivity, Imagination)*

***Evaluate:*** * *Students will use a worksheet to identify fractions, decimals, and percents that are equivalent*
	+ *Will be used as a preassessment of learning*
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| **Differentiation:** | * *Video and web-based resources for defining vocabulary terms.*
* *Scaffolded pre-assessment.*
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| **Lesson Closure and Wrap-up:** | * *Students will move around room forming random groups to share out various topics (recipe to be made, types of measurements present, definitions, etc.)*
	+ *Dependent on time*
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| **Adaptations for Students with Exceptionalities:** | * *Sentence stems for connections activity.*
* *Fill in the blank Frayer models.*
* *Choice pictures for Frayer models.*
* *Matching vocabulary graphic organizer*
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