**Week One Math Lesson Plan**

School’s Name: Hodge Elementary   
Subject/Topic: Math/ Fraction and Decimals                        Grade Level: Fourth   
Time (minutes) required for lesson**:** One Hour                      Date(s): February 1-5, 2016

**INSTRUCTIONAL GROUP (indicate with X):  \_\_\_\_\_\_ Individual \_\_\_\_\_\_ Small \_\_\_\_\_\_ Large \_\_\_**X**\_\_\_ Whole class**

**CENTRAL FOCUS:** The central focus of this lesson is for students to understand decimal notation for fractions and how to compare fractions.

**CLASSROOM CONTEXT/DEMOGRAPHICS  *(As Appropriate):***In my classroom, I have 19 students and five of them who are classified as special needs. There are eight girls and eleven boys. All of the students are African Americans, which is the race that makes up majority of the school. All of the students are between the ages of nine and ten years old. All of the students speak English as their first language. The students all come from a low socioeconomic background. I have one student who was kept back in the fourth grade.

**PURPOSE/RELEVANCE**: The purpose of this lesson is for students to understand how to compare decimals and to understand decimal fraction notation.

**PREREQUISITE SKILLS/KNOWLEDGE** ***(list):*** Students should have knowledge of fractions being, where b is not equal to 0.

**GA-CC PERFORMANCE STANDARDS *(list):*** Understand decimal notation for fractions, and compare decimal fractions. **MGSE4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. **MGSE4.NF.6** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. **MGSE4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or

**GOALS OF LESSON ALIGNED WITH GEORGIA PERFORMANCE STANDARDS (*list):*** The goal of this lesson is for students to understand decimal notation for fractions and how to compare decimal fractions.

**ESSENTIAL QUESTION(S):***An essential question can help guide the lesson and encourage creative or critical thinking on the part of the students.*

**ACADEMIC LANGUAGE**

**a.  Language Demand:**Discourse

**b  Language Function:**Express, use, compare

**c.  Language Vocabulary:**Numerators, Denominators, Greater Than, Less Than, Equal Too,

**MATERIALS/EQUIPMENT/TECHNOLOGY REQUIRED:**

1. Paper
2. Pencil

**LESSON OBJECTIVES:**

* The learners will complete a pretest to show what areas they need to focus on, to the best of their ability.
* The students will complete learning rotations by completing lab sheets, playing a game, and practicing online, with 90%accuracy.
* The students will complete learning rotations by practicing converting decimal to fractions and vice versa with lab sheets, and two games, with 90% accuracy.
* Students will compare fractions, when asked to do so, by playing a game of decimal war, an online game, and completing two lab sheets, with 90% accuracy.
* The learners will apply their knowledge of each standard, by taking a short quiz every two days, with 80% accuracy.

**ASSESSMENT**:

* The assessment is that the students completed a pretest to show which areas they needed to focus on.
* The assessment is that the students completed learning rotations by completing lab sheets, playing a game, and practicing online.
* The assessment is that the students completed learning rotations by practicing converting decimal to fractions and vice versa with lab sheets, and two games.
* The assessment is that the learners compared fractions, when asked to so, by playing a game of war, an online came, and completing two lab sheets.
* The assessment is that the students will applied their knowledge of each standard, by taking a short quiz every two days.

**PROCEDURES**

**Introduction 5 minutes:**

**Monday:**

1. Students will take a pretest.
2. The teacher will go over the answers and students will be allowed to grade themselves to see which areas, they know they will need to focus on.

**Tuesday- Friday:**

1. The students will review what they did on the previous day.

**Strategies 40 minutes:**

**Monday-Tuesday:**

1. The teacher will conduct a mini lesson explaining to the students the steps of how to add fractions with denominators of ten and hundreds.
2. The students will work in blended learning rotations.
3. In three of the rotations the students will practice adding fractions with tens and hundreds denominators, by doing lab sheets.
4. In the fourth rotation the students will be playing a game of snakes and ladders. The students will have to answer a problem correctly, to stay in the space. If the answer is incorrect students move to previous space consumed.
5. The last rotation the students will be on compass learning practicing adding fractions with denominators of tens and hundreds.

**Wednesday- Thursday:**

1. The teacher will conduct a mini lesson explaining to the students how to convert fractions to decimals and decimals to fractions, as well as, how to read the decimals on a number line.
2. Students will start their learning rotations.
3. In the first two learning rotations, the students will practice how to read decimals on a number line and how to convert fractions to decimals, and vice versa, with two lab sheets.
4. The next rotation the students will work online on <http://www.sheppardsoftware.com/mathgames/fractions/FractionsToDecimals.htm> matching fractions with decimals.
5. The last rotation the students will work fraction and decimal conversions by playing a game.

**Friday:**

1. The teacher will do a short review of the comparing signs (<,>,=), and how to compare fractions.
2. The students will practice comparing fractions on an online game, a hands on game (war), and two lab sheets.

**Application/Independent Practice 10 minutes:**

1. Every two days the students will take a short quiz over the mini lessons that were taught.

**Closure 5 minutes:**  The students will write down what they think they still need help on and what they feel as if they understand now. The teacher will use the results from the quizzes and the writings to plan further instruction.

**Extended Practice/Homework**: NA

**ACCOMMODATIONS/DIFFERENTIATION:**Students will be accommodated by receiving the one on one help from the teacher if needed, as well as the help from classmates in their groups. There will also be a paraprofessional that will be available to read any necessary information and provide any extra help that’s needed.

**REFLECTION:***Describe the strengths and weaknesses of the lesson.  What did the lesson’s assessment data reveal? How effective were the assessments? What would you do to improve the lesson?  How do you plan to re-teach those who had difficulty with the lesson? How effective were the accommodations?  How effective were the materials you used? If you used equipment or technology, how effective was it in supporting student learning? What did you learn from conducting this lesson?*

**CITATION OF SOURCES:***Cite all sources used.*

Ms. K. Lewis Lesson Plan

School’s Name: Hodge Elementary   
Subject/Topic: Earth Science/ Water Cycle                                                                        Grade Level: 4  
Time (minutes) required for lesson**:** 60 minutes      Date(s):

**INSTRUCTIONAL GROUP (indicate with X):  \_\_\_\_\_\_ Individual \_\_\_\_\_\_ Small \_\_\_\_\_\_ Large \_\_X\_\_\_\_ Whole class**

**Central Focus: N/A**

**Classroom Context/Demographics *(As Appropriate):***In my classroom I have an even number of 20 students and five of them who are classified as special needs. All of the students are African Americans, which is the race that makes up majority of the school. I have eight boys and 12 girls, all between the ages of nine and ten years old. All of the students speak English as their first language. The students all come from a low socioeconomic background. I have no students who were kept back in the fourth grade, but mostly all of them are on a lower level academically.

**Purpose/Relevance:** Students need to understand what the water cycle is and how it works because it will help them understand about water and the changes it goes through, being that water is so important in our daily lives.

**Prerequisites skills/Knowledge:** Students need to know about the water is a part of daily lives.

**CC-Georgia Performance Standards:** S4E3. Students will differentiate between the states of water and how they relate to the water cycle.

d. Explain the water cycle (evaporation, condensation, and precipitation).

**National Standards:** ESS2C: The role of water in Earth’s surface processes.

**Lesson Goals:** The goal of this lesson is for students to understand what the water cycle is and how it works.

**Essential question/s:** What is the water cycle? How does the water cycle work?

**Academic Language:**

**a.  Language Demand:**Discourse

**b  Language Function:***Identify the purpose for which the language is being used*

**c.  Language Vocabulary:**Write, Complete, Demonstrate

**Materials/Equipment/Technology Required:**

1. Pencil
2. Paper
3. 2 plastic cups (for each group)
4. Shaving cream
5. Food coloring

**Lesson objectives:**

* Given a writing prompt, students will write about their life as a drop of rain to the best of their ability.
* Students will complete a water cycle foldable with 95% accuracy.
* Students will demonstrate the water cycle, by completing the weather in a cup experiment, with 90% accuracy.
* Given a writing prompt, students will write about their life as a rain drop explaining water cycle, with 85% accuracy.

**Assessments**:

* The assessment is that the students wrote about their life as a drop of rain.
* The assessment is that the students completed a foldable about the water cycle.
* The assessment is that the students demonstrated what the water is by conducting an experiment.
* The assessment is that the students wrote about their life as a rain drop, explaining the water cycle.

**Content:** The water cycle is a process in which the water from the Earth’s ocean is heated by the sun to form vapor and steam, this is known as evaporation. Once the vapor has cooled it turns back into liquid, which forms clouds. This process is known as condensation. Once the clouds are formed the water inside gets so heavy that the clouds can no longer hold them and they start to fall in the form of precipitation, the water then is collected back on Earth’s surface and in the oceans where the cycle then repeats itself.

**Misconceptions:­­­­­­­­­­­­­­­­** Students may think that the water cycle has something to do with different states of matter instead of the actual water cycle where water moves through the earth.

**Safety Accommodations:**

1. Students need to know that the shaving cream and the food coloring is not meant for their eyes, mouth, and even their face.

**PROCEDURES:**

**Exploratory/Introduction: 15 minutes:**

**Objective:** Students will explain what they know about the water cycle to the best of their ability.

Materials:

1. Pencil
2. Paper

Procedures:

1. Teacher will ask the students to take out a sheet of paper and write what they know about the water cycle.

**Assessment:** The assessment is that the students explained what they know about the water cycle.

**Development/Strategies 30 minutes:**

**Objective**:

* Students will decorate a water cycle foldable after placing information inside, with 95% accuracy.
* Students will demonstrate the water cycle, given the weather in the cup packet, by completing the weather in a cup experiment, with 90% accuracy.

Materials:

1. 2 plastic cups (for each group)
2. Shaving cream
3. Food coloring
4. Pencil
5. Paper

Procedures:

1. The teacher will start off with direct instruction, by explaining what the water cycle is and how it works.
2. The teacher will then assist the students in making a foldable that exemplifies the water cycle.
3. Students will be allowed to color and decorate their foldable when all of the information is placed inside.
4. The student will then get into groups of four for an experiment.
5. Students will have two cups filled with water, one with shaving cream on top and the other to go outside and sit in the sun until later in the day.
6. The teacher would send one student from each group to place the cup in a sunny area.
7. The other cup with shaving cream students will drop at least one or two drops of food coloring onto the shaving cream (this will act as the rain/water). The teacher will ask the students why they think this was done and what they think will happen next.
8. The students will get to see how the “rain” is filled in the clouds and starts to fall out of the “sky”.
9. The student that took the cup of water outside to sit in a sunny area will go back to get it.
10. By this time the students should be able to see that some of the water has evaporated, the teacher will ask students why do you think the water has evaporated, what caused this, and what part of the water cycle does this represent?
11. The students will take the weather in the cup packet and label each part on the cups and fill out information in the packet.

**Assessment:**

* The assessment is that the students completed a foldable about the water cycle.
* The assessment is that the students demonstrated what the water is by conducting an experiment.

**Application/Independent Practice 15 minutes:** (Contains student activities that provide practice, provide application, and evaluate student understanding and learning)

**Objective:**

* Given a writing prompt, students will write about their life as a rain drop explaining condensation, evaporation, and precipitation to share with the class, with 85% accuracy.

Materials:

1. Pencil
2. Paper

Procedures:

1. Students will explain the water cycle by writing about their life as a drop of rain.
2. They must explain condensation, evaporation, and precipitation in their writing.

Closure: Students could share what they wrote to the class. The teacher will ask students what they think would happen if there was no water cycle?

**Assessment:**

* The assessment is that the students wrote about their life as a rain drop, explaining condensation, evaporation, and precipitation and shared it with the class.

**Extended Practice/Homework 10 minutes:** Look in a magazine or online to find a picture that illustrates a part of the water cycle and bring it into class to share.

**Accommodations/Differentiation:** Students will be accommodated by receiving the one on one help from the teacher if needed, as well as the help from classmates in their groups.

**Reflection:**

**Citation of sources:**

Reef, T. (n.d.). Weather In A Cup - Water Cycle. Retrieved from

<https://www.teacherspayteachers.com/Product/Weather-In-A-Cup-Water-Cycle-205976>

Willyerd, A. (n.d.). Water Cycle - My Life as a Drip Science and Writing {FREEBIE}.

Retrieved from h<ttps://www.teacherspayteachers.com/Product/Water-Cycle-My-L>ife-as-a-Drip-Science-and-Writing-FREEBIE-1565949

**Appendices: Attach copies of any printed materials and assessments that you use with this lesson.**

* Weather in a cup packet
* Writing prompt

**Social Studies Week 1**

School’s Name: Kierra Lewis   
Subject/Topic: Social Studies/ Articles of Confederation                                                            Grade Level: Fourth   
Time (minutes) required for lesson**:**  45 minutes per day         Date(s): January 25-29, 2016

**INSTRUCTIONAL GROUP (indicate with X):  \_\_\_\_\_\_ Individual \_\_\_\_\_\_ Small \_\_\_\_\_\_ Large \_\_\_**X**\_\_\_ Whole class**

**CENTRAL FOCUS:** The central focus of this lesson is for students to understand the new nation and all of the struggles that came with it.

**CLASSROOM CONTEXT/DEMOGRAPHICS  *(As Appropriate):***In my classroom, I have 19 students and five of them who are classified as special needs. There are eight girls and eleven boys. All of the students are African Americans, which is the race that makes up majority of the school. All of the students are between the ages of nine and ten years old. All of the students speak English as their first language. The students all come from a low socioeconomic background. I have one student who was kept back in the fourth grade.

**PURPOSE/RELEVANCE**: The purpose of this lesson if for students to understand the challenges faced by the new nation.

**PREREQUISITE SKILLS/KNOWLEDGE** ***(list):*** The learners should be familiar with the government and all of the different branches and powers.

**GA-CC PERFORMANCE STANDARDS *(list):* SS4H5 The student will analyze the challenges faced by the new nation.**

**a. Identify the weaknesses of the government established by the Articles of Confederation.** b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states. **d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791**. e. Describe the causes and events of the War of 1812; include burning the Capital and the White House.

**GOALS OF LESSON ALIGNED WITH GEORGIA PERFORMANCE STANDARDS (*list):*** The goal of this lesson is for learners to name the first ten amendments to the Bill of Rights, explain how the Bill of Rights is relevant to them and their rights, and explain the positive and negative effects of the Articles of the Confederation.

* **ESSENTIAL QUESTION(S):**Why would Americans favor a weak central government after the Revolution? How did the major issues debated at the Constitutional Convention result in a long-lasting document? How was the decision to revise the Articles of Confederation based on political and economic factors?

**ACADEMIC LANGUAGE**

**a.  Language Demand:**Discourse

**b  Language Function:**Analyze

**c.  Language Vocabulary:**Article of Confederation, Bill of Rights, Amendments

**MATERIALS/EQUIPMENT/TECHNOLOGY REQUIRED:**

1. Pencil
2. Paper
3. Markers
4. Color Pencils
5. Poster Paper
6. Foldable

**LESSON OBJECTIVES:**

* Students will describe what life would be like without rules, laws, or rights, to the best of their ability.
* The learners will explain what they learned on the previous day in social studies, to the best of their ability.
* The students will write notes on the Bill of Rights in their notebooks, while following along with a PowerPoint, with 95% accuracy.
* The leaners will write notes about the Article of Confederation on their foldable, with 95% accuracy.
* The learners will complete a brochure about the Articles of Confederation, by reading a passage and finding information, with 90% accuracy.
* The students will create a Bill of Rights poster, where they will summarize and draw a picture to represent their amendment, with 90% accuracy.
* The learners will complete a daily quiz on information covered, with 80% accuracy.

**ASSESSMENT**:

* All feedback will be given to students either written on their work, or orally through a one on one discussion.
* The assessment is that the student described what they think life would be like without rules, laws, or rights.
* The assessment is that the students wrote notes on the Bill of Rights while following along with the PowerPoint.
* The assessment is that the students wrote notes on the Articles of Confederation, on their foldable.
* The assessment is that the learners completed a brochure about the Articles of Confederation, by reading a passage and finding information.
* The assessment is that the students created a Bill of Rights poster.
* The assessment is that the students completed a quiz on information covered.

**PROCEDURES**

**Introduction 5 minutes:**

**Monday:**

1. Teacher will ask the students what they think life would be like without rules, laws or rights.

**Tuesday- Friday:**

1. Review what was done on previous day.

**Strategies 35 minutes:**

**Monday:**

1. The teacher will go through a PowerPoint on the Bill of Rights explaining to the students what each right was and what it meant.
2. Students will follow along and take notes in their notebooks, to be used throughout the unit.

**Tuesday- Wednesday:**

1. The students will cut and fill out a foldable on the Articles of, while the teacher uses a presentation to explain the information needed.
2. The teacher will then give each group a reading passage, and assign a group reader.
3. The students are to listen to the group reader and fill in information on their brochure.
4. The students will trade readings with groups until the brochure is complete.

**Thursday- Friday:**

1. The students will be assigned a partner, and the pairs will be assigned an amendment.
2. The students are to create a poster on their amendment. On the poster, students are to write and summarize their amendment and draw a picture to represent it.

**Application/Independent Practice 3 minutes:**

**Monday- Friday:**

1. A short quiz will be given to students on information covered on that day.

**Closure** **2 minutes:** The students will be allowed to speak in an open discussion on what they learned.

**Extended Practice/Homework**: N/A

**ACCOMMODATIONS/DIFFERENTIATION:**Students will be accommodated by receiving the one on one help from the teacher if needed, as well as the help from classmates in their groups. There will also be a paraprofessional that will be available to read any necessary information and provide any extra help that’s needed.

**REFLECTION:**The students seemed to have trouble with the note taking part of the lesson. I wish I would have placed headers in their journals. I feel as if this would have made it much easier for the students to take notes and know what to write under which heading. I also wish I would have modeled note taking for the students. That would have definitely been a much better way for the student to see how to take notes and what to write down. With those two changes, I feel as if it would have made this lesson much better.

**CITATION OF SOURCES:** Graphic Organizers/Interactive Notebook Templates printed for teachers/emailed in advance Houghlin-Mifflin Social Studies Textbooks.

**Similes and Metaphors Lesson Plan**

School’s Name: Kierra Lewis   
Subject/Topic: ELA/ Simile and Metaphors                                                                              Grade Level: Fourth   
Time (minutes) required for lesson**:** 60 minutes                     Date(s): February 11, 2016

**INSTRUCTIONAL GROUP (indicate with X):  \_\_\_\_\_\_ Individual \_\_\_\_\_\_ Small \_\_\_\_\_\_ Large \_\_\_\_X\_\_ Whole class**

**CENTRAL FOCUS:** The central focus of this learning segment is for students to understand similes and metaphors, being able to identify what those are, and being able to explain what they mean. The purpose for the content I will be teaching in the segment is for the students to demonstrate the understanding of similes and metaphors and obtain the ability to identify the similes and metaphors and understand the comparison being made. The lessons included in this learning segment will teach students what similes and metaphors are, how to identify what is being compared, and how to make meaning of the comparisons.

**CLASSROOM CONTEXT/DEMOGRAPHICS:** In my classroom, I have nineteen students and five of them who are classified as special needs. The special needs students are never pulled, their needs are met with the assistance of a special education teacher who remains in the class for majority of the day. There are eight girls and eleven boys. All of the students are African Americans, which is the race that makes up majority of the school. All of the students are between the ages of nine and ten years old. All of the students speak English as their first language. The students all come from a low socioeconomic background.

**PURPOSE/RELEVANCE**: The purpose of this lesson is for students to understand how to determine the meaning of similes and metaphors and what they are.

**PREREQUISITE SKILLS/KNOWLEDGE** ***(list):*** The learners should have experienced comparing things and know that it is used to say how things are alike

**GA-CC PERFORMANCE STANDARDS *(list):*** ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuancesin word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**GOALS OF LESSON ALIGNED WITH GEORGIA PERFORMANCE STANDARDS (*list):*** The goal of this lesson is for students to understand the difference between similes and metaphors and being able to make meaning of each.

**ESSENTIAL QUESTION(S):**What is the difference between similes and metaphors?

**ACADEMIC LANGUAGE DEMANDS:**

**a.  (Required)  Language Function:**Demonstrate

**b.  (Required) Vocabulary:**Demonstrate, complete, recall, apply

***Either* Syntax and/or Discourse are required**

**d.** **Discourse:** Oral and written

**MATERIALS/EQUIPMENT/TECHNOLOGY REQUIRED:**Technology will be utilized when the students use the desktop computers to work on compass learning. The students will need pencil, paper, and the worksheets attached.

**LESSON OBJECTIVES:**

* Students will recall information about the previous days lessons, with 90% accuracy.
* Learners will complete rotations by completing a worksheet, playing a game, creating a similes and metaphor page, and by sorting similes from metaphors and determining what they mean, with 90% accuracy.
* The students will apply their knowledge of similes and metaphors by deciphering if a statement is a simile or metaphor and defining the meaning, with 80% accuracy.

**ASSESSMENT**:

* Students will be informally assessed on their ability to recall information about the previous days lessons.
* Learners will be informally assessed through observation while they complete the learning rotations.
* The teacher will formally assess the students on their ability to apply their knowledge of similes and metaphors. The students will receive feedback from the teacher in a day, with feedback written on their papers.

**PROCEDURES**

**Introduction: 3 minutes**

1. The teacher will ask the students what they remember about similes and metaphors from the previous days.

**Strategies: Estimated time?**

1. The teacher will review the definitions of similes and metaphors and give examples of each by comparing herself to something else.
2. The teacher will then ask the students about her examples of similes and metaphors. The teacher would want to know that if what she is comparing herself to does that really mean she is actually that object.
3. The teacher will then move into direct instruction explaining to the students that similes and metaphors have other meaning that we must figure out by using the comparison.
4. The teacher will then explain to the students that they will start rotations and she will explain each rotation to the students and explain what they will be expected to do while there.
5. In the first rotation the students will work on the desktops on compass learning reviewing similes and metaphors.
6. The next rotation will be where the students will type similes and metaphors about themselves, using a self- portrait worksheet. The students will compare parts of their body, using similes and metaphors to create a “self-portrait” of themselves. There will be a special education teacher there to assist the students.
7. In the third rotation the students will be working independently on a simile and metaphor sort. The students will have a sheet where they cut and glue the similes and metaphors onto. Once the students have decided rather it’s a simile or metaphor, they will have to write what two things are being compared and what’s the true meaning of the simile or metaphor.
8. The fourth rotation will be where the students work with the teacher to play a game of I have who has. Each student will have a number of the cards from a stack of twenty-eight cards. The students will read their cards out loud and they will have to identify the things being compared and the meaning of the simile or metaphor to move on and complete the game.
9. The last rotation is where the students will create a page about themselves and their family using similes and metaphors. The pages will be compiled into a class book titled Family, the key to our lives.

**Application/Independent Practice: 15 minutes**

1. The students will complete a worksheet where they are expected to tell whether the statement is a simile or metaphor and explain what the statement is saying.

**Closure** **2 minutes:**The teacher will open the floor for students to tell what stuck with them during the lesson.

**Extended Practice/Homework**: N/A

**ACCOMMODATIONS/DIFFERENTIATION:**If students need help with anything the teacher will be there constantly walking around to serve help as needed. There will also be another teacher present as well as a special education teacher there to give help as well. The students will also reap the benefits of sitting in small groups and having the help of their peers.

**REFLECTION:**I think was a great lesson. The students really enjoyed the lesson and had a chance to connect with the learning on a personal level. I would change the fact that all of my students didn’t have the chance to experience the lesson. I taped this lesson as a part of my EdTPA and all of the students did not bring in their permission slip forms, therefore my cooperating teacher decided that we should let them not be in the room for videoing purposes. I think that overall, the students were excited and enjoyed the lesson.

**CITATION OF SOURCES:**

Teaching Resources & Lesson Plans | Teachers Pay Teachers. (n.d.). Retrieved February from <https://www.teacherspayteachers.com/>