

Name Ashley Bass

Lesson Plan Template

Lesson Segment Focus: Recording and Comparing Data over a period of time Lesson 1 of 1

Course & topic addressed Social Studies, Science and Money Date 10/9/2018 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	To learn why, how much money we spend, and ways to save when buying breakfast foods?
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should already be able to add, subtract, and count in money form.
Knowledge of students background (personal, cultural, or community assets)	Students should have prior knowledge of what shopping and how to record data over a period of time.

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.	Content Standard 6: Growth and Stability - Students will evaluate economic growth and stability. E.6.5.2 Examine roles of early financial institutions on the economy of the United States D2.Eco.9.3-5 5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. ETS1.C: Optimizing the Design Solution ♣ Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	The use of technology and various resources that is available. Any student needing additional instruction will be attended to as needed.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Comparison-Spreadsheet-Data-Experiment
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Materials

Materials needed by teacher for this lesson.	Spreadsheet template and example Computer Whiteboard Projector
Materials needed by students for this lesson.	Access to a grocery store Paper Pencils Spreadsheet template provide by teacher

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.
10 min	<u>Introduction:</u>	I will introduce the lesson by asking the students about their favorite breakfast foods and list them on the board for them to see. I will explain to them about how food cost money and that stores are able to charge what they want when selling these products. I will introduce vocabulary words for them to get familiar with- Comparison, excel spreadsheet, data, and experiment.
25 min/ 4 month project	<u>Instruction:</u>	I will then show them the example spreadsheet and how they will enter their information. I will begin to explain them that they will be divided into 3 groups. Each group will be responsible for a particular grocery store. (I.e. Group 1-Walmart, Group 2- Kroger, Group 3- Food Smart). Each student then will be responsible for a particular food and its price over the course of four months. (I.e. Johnny-Bacon-\$7.00). Before they record the fourth month's price, they will search for or be given a coupon for that food and that store-they record the price after using the coupon for the fourth month. Once they have all the information that is required, each group will enter their prices into a spreadsheet provided by the teacher. A flyer will be sent home to the parents explaining the project and asking for their help and participation.

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.
25	Closure:	At the end of the four months, the groups will be asked to turn in their spreadsheets and a comparison will be done to show them how much is spent and the best place to purchase such products. I will review with the kids why we started this project. I will ask them what they have learned from the process. Once we have everything done, a spreadsheet will be sent to the parents for them to see what the kids have worked on and maybe help them to decide where to purchase products.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Anyone needing special assistance could receive an alternate assignment if needed. Since this is a peer group activity, the other students could be great resources to help out.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will provide examples of what I am expecting out of the students.
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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>; <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>