Name:<u>Anya Dickey</u>

Lesson Plan Template

Lesson Segment Focus: <u>Spreadsheets</u>   **Lesson:** <u>1 of 2</u>

Course & topic addressed: <u>Math-Graphs</u>   **Grade:** <u>3rd</u>

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to collect data and organize their data onto a bar graph.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously learned about counting and and competitons.
Knowledge of students background (personal, cultural, or community assets)	They have already seen how to collect data and count.

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.	**AR.Math.Content.1.MD.C.6 • Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs • Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another**

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?	Students who need extra help will be taken to the back in a small group and use different handouts.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Graphs** **data** **organize** **categories** **tables**

Materials

Materials needed by teacher for **this lesson**.	Skittles computer projector or smartboard
Materials needed by students for **this lesson**.	Computer Skittles

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

t of Time	ng & Learning Activities	be what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction:	I will begin this lesson by asking students if they like skittles to get them excited for the day. I will tell them that they will get their own little bags at the end of the lesson if they behave.

	Instruction:	I will pass out a worksheet that is labeled skittles and will have all the different colors listed where they can record data accordingly. I will tell the students that I am going to pass out skittles bags and they are not allowed to eat them. I will tell them that they need to categorize the candy into their different colors and then count how many skittles are in each color pile. They will write down the data as they count each color pile. I pass out the individual bags of skittles to each student.
		
		   I will give them time to organize, count and write down the numbers. I will walk around helping students as they need it. I will monitor their progress and help out as needed.. When it looks like they are finishing up, I will pass out fun sized bags of the candy, that way they are not eating dirty candy.
		
		   Next, I will explain that they will get out their computers to add all the data to the excel spreadsheet template. They will record all of their data. Once they are finished, they can eat their candy and quietly read to themselves.

	Closure:	I will finish this lesson by asking students if they liked the lesson and graphs.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	IEP students will be allowed to work in small groups with me or an aide.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made?	*TO BE FILLED IN AFTER TEACHING*

How will I use assessment data for next steps?	

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;
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