

Name Ashley Field

Lesson Plan Template

Lesson Segment Focus Comparing temperatures and bar graphs based on collected data

Lesson 1 of 1

Course & topic addressed Mathematics/Science/Temperature

Date 10-10-18 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will learn more about weather types, how weather can be different in three different places, and how to record data in charts/represent the data in graph format.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students already know about each type of weather, how to read temperature, etc. This will be a fun review to get them thinking about how weather can be different in three different places.
Knowledge of students' background (personal, cultural, or community assets)	

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.2.MD.D.10 Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph
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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?	Students will view a series of videos about temperature and weather variations across the country to help students understand key academic language.
What will you do to provide varying supports for students at different levels of academic language development?	To provide varying supports for students at different levels of academic levels of academic language development, the teacher will spend a large amount of time discussing important vocabulary terms for this lesson. Students will have a variety of visuals to look at to help connect what we read, discuss, and watch.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• Temperature• Average• High Temperature• Low Temperature
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none">• Computer/Whatever form of technology used in the classroom• Blank spreadsheet• Pencil• Class copy of spreadsheet
Materials needed by students for this lesson.	<ul style="list-style-type: none">• Computer/Whatever form of technology used in the classroom• Blank spreadsheet• Pencil

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.
15 Minutes	<u>Introduction:</u>	As a class, we will review and discuss the different types of weather and temperature. Students will then view a video about temperature and weather variation. After the video, students will have the opportunity to ask questions about any concept or term that is not clearly understood.
30 Minutes	<u>Instruction:</u>	<ul style="list-style-type: none">• The teacher will pass out a blank spreadsheet to each student.• Split students into three groups.

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.
		<ul style="list-style-type: none"> • Assign each group with a specific state they will be responsible for. (The cities will vary in location, so students are able to see temperature variation. We will use Jonesboro, Arkansas; Seattle, Washington, and Destin, Florida.) • Instruct students that each day they will use the weather website (whichever the teacher selects) and check the weather for their city that day paying special attention to the temperature. • After finding the city's temperature that day, the students will record the information they found onto the black spreadsheets. • At the end of the week after the recordings are complete, each group will present their findings to the class. • The teacher will record each group's findings on the class copy of the spreadsheet.
15 Minutes	<u>Closure:</u>	A class discussion will take place to explain why there are similarities, differences, and patterns among the temperatures recorded. Students will have the opportunity to share their logic or ideas as to why certain cities have higher or lower temperatures than others. Students will analyze each of the bar graphs and focus closely on the comparison graph.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. Instruction could be modified for any learning disability through modified spreadsheets or by providing data necessary to complete the spreadsheet.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	If the teacher sees that students are not fully understanding the ideas of temperature and bar graph comparison, he or she could spend an extra amount of time on this unit. Bar graphs could be used to represent a variety of data. Students could participate in hands on activities in created bar graphs. Temperature and weather could be explained throughout the year, so the students gain understanding throughout the year.
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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>