**Lesson Plan Model[[1]](#footnote-1)**

Lesson Title: Let’s Go Shopping!!

Grade Level: 3rd Grade

**Learning Central Focus**

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| Central Focus  What is the central focus for the content in the learning segment? | The focus of this lesson plan is to see how students can enter data into an excel spreadsheet. We will be going over nutritional value in foods and also the food groups and what foods fall in each group. |
| Content Standard  What standard(s) are most relevant to the learning goals? | HW.12.3.1 Plan a healthy snack using nutritional guidelines (Refer to: ChooseMyPlate, USDA, CDC, Cooperative Extension Office)  HW.12.3.4 Explain how the body uses major nutrients  HW.12.3.5 Discuss a food source for each of the major nutrients |
| Student Learning Goal(s)/ Objective(s)  **Skills/procedures**  What are the specific learning goal(s) for student in this lesson?  **Concepts and reasoning/problem solving/thinking/strategies[[2]](#footnote-2)**  What are the specific learning goal(s) for students in this lesson? | * Students will learn about the different food groups and where they belong on the food pyramid. * Students will learn how different foods effect our bodies and what is good and bad for us. * Students will understand the major food groups and what fits into each category. * They will demonstrate understanding of an excel spreadsheet and how to navigate through and enter in data. * Students will learn different recipes and what you need to cook a certain meal in the process. * Specific Goal for this lesson is that students understand how to use excel. * Another Specific Goal for this lesson is that students show knowledge toward food groups and how to make a dinner including each food group. |
| Prior Academic Knowledge and Conceptions  What knowledge, skills, and concepts must students already know to be successful with this lesson?  What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson? | * Students should already know how to use excel and the basics of how to navigate through the software. * Students should come prepared to class with a receipt from Wal-Mart or any other grocery store that has items for their dinner idea. (Students can acquire this from their parent or guardian) * Students should have a basic knowledge on the food groups and their nutritional values. |
| Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings  What are common errors or misunderstandings of students related to the central focus of this lesson?  How will you address them for **this group** of students? |  |

**Instructional Strategies and Learning Tasks**

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

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| Launch  \_\_\_\_\_5\_\_\_\_ Minutes  How will you start the lesson to engage and motivate students in learning? | * Start the lesson off by showing your personal spreadsheet that you made on excel as an example for them to view and get an idea on how the project will look afterwards. * You could get them excited by having them come up with dinner ideas and brainstorm what they want as their dinner. |
| Instruction  \_\_\_\_\_5\_\_\_\_ Minutes  What will you do to engage students in developing understanding of the lesson objective(s)?  How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?  What will you say and do? What questions will you ask?  How will you engage students to help them understand the concepts?  What will students do?  How will you determine if students are meeting the intended learning objectives? | * Go through and demonstrate how the students should enter the data from their receipt on the spreadsheet. * Answer any and all questions the students may ask you. This should be a fun project for them and it shouldn’t be difficult for them to perform. * Students should bring a minimum of 3 receipts because they will be inputting data for three tables. * Students receipts should be lengthy and have the total cost for the item, the quantity, and the name of the item bought. The end of the receipt should include the total amount due for the items bought and the sales tax. * Be sure to explain the importance of why the receipt should include these things and how they will come into play when they inter the data on the spreadsheets. * Ask the students questions like, “Why do you think your total on your spreadsheet was the same or different from the total on your receipt?” and “What could have happened to your spreadsheet that made it different than your receipt?” * You should be walking around the room at all times to observe students and see how they are entering the data on the spreadsheets. It is important that they understand how to correctly input data or they may get the wrong averages or totals for their data. * You should determine if students are meeting the learning objectives by observing them and seeing how they are grasping the concept. If students are struggling more than others try and show them more instructions as to how to properly use the software. |
| Structured Practice and  Application  \_\_\_\_\_30\_\_\_\_\_ Minutes  How will you give students the opportunity to practice so you can provide feedback?  How will students apply what they have learned?  How will you determine if students are meeting the intended learning objectives? | * You will allow the students to practice with Excel by allowing them to enter data from their personal receipts on their own during class. This will be an in-class project and everyone’s data will be different, which makes it more interesting for the students because they will get to see how different the excel spreadsheets will look. * Students will apply what they have learned about excel by doing this activity. * You could determine the students understanding of the software by observing whether they are struggling with the project or even if they are getting the right prices that match up with their personal receipts. |
| Closure  \_\_\_\_20\_\_\_\_\_ Minutes  How will you end the lesson? | * You could close the lesson by having students stand up at the front and showing their individual spreadsheets and how they decorated, and color coated them through excel software. * Students should make comments about their peers work and give feedback as to what they like and what they didn’t like about their work. * The tables and charts should be pleasing to the eye and not hard to read through the colors added. |
| Differentiation/ Planned Support  How will you provide students access to learning based on individual and group needs?  How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? | *Whole Class*:  *Groups of students with similar needs*:  *Individual students*:  *Students with IEP’s or 504 plans*:  *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*: |
| Student Interactions  How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups? | * You could have students do this together with one partner. * Another way you could turn this project into a group work would be to have the students pair up with another student and have their partner critique their work. This makes it more one on one and less stressful for some students. * When forming groups try to pick students who could help another student when understanding how to do something through excel that they may not have picked up on. Each child may struggle with something different so it is helpful if you try and pair them up to where they help each other. |
| What Ifs  What might not go as planned and how can you be ready to make adjustment? | * If this lesson takes longer than an hour it may be difficult for you to do the closure in groups. If you are running out of time maybe have a few students show their individual spreadsheets, instead of forming groups or having them go up one at a time to show theirs to the class. * Some computers may be down, and you won’t have enough for each student to create their own spreadsheet. If this occurs, make this project a group project and pair the students up. They can enter data together and discuss designs and how they want it to look. |
| Theoretical Principles and/or Research–Based Best Practices  Why are the learning tasks for this lesson appropriate for your students? |  |
| Materials  What materials does the teacher need for **this lesson?**  What materials do the students need for **this lesson?** | * Students will need 3 receipts apiece. * You will need 25-30 computers * Excel software for each computer |

**Academic Language Demand(s):**

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| What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson? |  |
| What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson |  |
| What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? |  |
| What are your students’ abilities with regard to the oral and written language associated with this lesson? |  |
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| How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson? |  |

**Assessments:**

*Describe the tools/procedures that will be used in* ***this lesson*** *to monitor students’ learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

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| Type of assessment  (Informal or Formal) | Description of assessment | Modifications to the assessment so that all students could demonstrate their learning. | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide? |
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**Analyzing Teaching**

To be completed after the lesson has be taught

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| What worked?  What didn’t?  For whom? |  |
| Adjustments  What instructional changes do you need to make as you prepare for the lesson tomorrow? |  |
| Proposed Changes.  If you could teach this lesson again to this group of students what changes would you make to your **instruction**? | *Whole class*:  *Groups of students*:  *Individual students*: |
| Justification  Why will these changes improve student learning?  What research/ theory supports these changes? |  |

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.

1. *The lesson plan template is intended to be used as a* ***formative*** *process prior to a candidate’s submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts* [↑](#footnote-ref-1)
2. *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.* [↑](#footnote-ref-2)