**Name\_\_Allyx Pfeifer\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Learning Segment Focus\_\_\_\_Graphing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson \_\_\_1\_of\_1\_\_ Topic \_Graphing and plotting coordinates\_Date\_May 7\_ Grade\_5th\_\_**

**Student Outcomes**

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| --- | --- |
| Specific learning **objectives** for this lesson. | Students will be able to use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Students have background knowledge of making graphs and representing data. In previous years, students have learned to organize and show different types of data using  graphs. This lesson will branch off from that understanding and will incorporate the use of  spreadsheets in order to gain skills in office. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | In this lesson, students personal, linguistic, and cultural needs will be met by academic language  support as well as addressed by academic language demands. |

**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates • Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and xcoordinate, y-axis and y-coordinate) Note: Graphing will be limited to the first quadrant and the non-negative x- and y-axes only |

**Key Vocabulary**

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| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **Function, data, formula, quantity** |

**Academic Language Support**

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| --- | --- |
| What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?  What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | Students will have their table partner as peer academic language  support  Visuals will be provided for each unit as well as size comparison  graphics.  The vocabulary will be posted on the wall with cognates. |

**Materials**

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| --- | --- |
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | projector/smart board, computer, vocabulary lists, graphics, visuals,  white boards, dry erase markers, rocketbooks, geogebra |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Paper, pencils, math textbooks, laptops |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| --- | --- | --- |
| **Amount of Time** | **Teaching & Learning Activities (This should be a BULLETED LIST)** | **Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)** |
|  | **Introduction**: | I will instruct  the class of what we will be doing for the day. I will  instruct students to open their laptops to GeoGebra and get into groups of three. |
|  | **Instruction:** | Students will be given instructions on how to graph in the first quadrant and they have background knowledge of this as well.  I will hand out a list of coordinates such as (3, 9).  Students will graph these both on GeoGebra and in their rocket books. |
|  | **Closure:** | I will give the students an exit ticket to check their  understanding. Which will be a reflection on which method they prefer. |

**Technology Integration**

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| --- | --- |
| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **The two technologies for this lesson are GeoGebra and rocket book matrix. This is perfect for students to practice graphing and plotting coordinates because they get experience both by hand writing and digitally plotting points. Technology based teaching instructional strategies are essential to the student’s success because each year, technology advances more and more and**  **our students adapt quickly. As teachers, we must adapt with them to guide their success.** |

**Accommodations/Modifications**

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| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | . Students will be able to use peers as academic language support.  Students will have access to their vocabulary and cognates.  Independent practice can be reduced to meet the needs of the individual students. |

**Differentiation**

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| --- | --- |
| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**  (All students who are not on specific plans mandated by federal and state law.) | Teacher will provide contextualized material to all students to need it, or appear to  be struggling throughout the lesson. Teacher will also highlight/ color-  code various charts and graphics to separate each system as well as each unit. |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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 | Digital copy of students plotted coordinates |
| ☐ Formative /☐ Summative | Reflection |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| --- | --- |
| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | **The inductive model (Hilda Taba) was chosen for this lesson because as students move from brainstorming the sizes of fractions to generations about the plots itself, students create a better understanding. This creates a bridge between the students' background knowledge.** |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>