

Name Amari Turner

## Lesson Plan Template

Lesson Segment Focus Measurement and Data

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Represent and interpret data

Date 4/10/2019 Grade 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	The student will analyze and solve problems presented in a graph. The student will compare information presented in a graph.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students are very familiar with graphs from first grade.
Knowledge of students background (personal, cultural, or community assets)	Our school collects boxtops year-round so this competition is one that my class competes in very often.

### 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 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? What will you do to provide varying supports for students at different levels of academic language development?	Graph tutorial videos, dictionaries, example graphs with labels on them
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>X-Axis, Y-Axis</b>
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## Materials

Materials needed by teacher for this lesson.	SmartBoard and Google Spreadsheets on Computer
Materials needed by students for this lesson.	Pencil, Scratch Sheet of paper, Chromebook

## 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 min	<p><b><u>Introduction:</u></b></p> <p>I will begin by asking all students to clear their desk of everything but a pencil and a scratch sheet of notebook paper.</p> <p>I will then pass out the student's chromebooks and how them how to get to the Google Spreadsheet. *The Google Spreadsheet will also be pulled up on the SmartBoard.</p> <p>Once everyone is ready, I will ask the following questions and choose students to come up to the SmartBoard and circle the answers.</p>	<p>Students will be clearing their desks and then looking at me to signify that they are ready to move on.</p> <p>The students will be following my directions on the Smartboard to open up the Google Spreadsheet.</p> <p>Intro Questions: What is a graph used for? Where is the X-Axis on this Graph? Where is the Y-Axis? Where is the Title?</p>
20 minutes	<p><b><u>Instruction:</u></b></p>	<p>Questions for Graph: Who collected the most Bxotops on Monday? (I will call on several students and ask them about each of the days up until Friday).</p> <p>Questions for Table: How many Bxotops did Mrs. Smith's class collect overall? (I will call on several students and ask them about each of the classes). Which classes had the same total number of Bxotops?</p> <p>I will then ask my students to fill out the mini spreadsheet below using the information from the graph and the table. After working out their math on a scratch sheet of paper, the students will insert what they think the sum is under "Total." They must signal that they are done by placing their hands in their lap and making eye contact with me.</p>

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.
		On the Smartboard, I will use the Sum function to show the entire class what the correct answer is.
7 minutes	<b>Closure:</b> To assess further that students understand – I will have them solve addition and subtraction problems about the graph presented on a worksheet.	As the students do this, I will observe to make sure everyone is on task. They must raise their hand to show that they are finished and I will come pick it up.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The entire graph will be filled in for them using a less amount of days to make it easier to comprehend.
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For students with visual problems, I can make their laptop screens bigger and also allow them to sit at the front of the classroom so that they can see the Smartboard better.
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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>