

Name: **Blayre Rice**

Lesson Plan

Learning Segment Focus: Measurement and Data

Lesson 1 **of** 2

Course & topic addressed: Measurement and Data Date: 10/31/20 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will compare heights and we will also use a spreadsheet to collect and compare data.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The learning tasks are appropriate because students need to know how to measure height, or simply know how to use measurement tools. The students also need to understand how to integrate technology and how it can help collecting and comparing data easier.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The learning tasks are appropriate because students will need to know how to measure in everyday life, using rulers, yardsticks, measuring tape, etc.. Integrating technology into the classroom will also help them become more fluent in how to use it and how to use certain types of software's they will be using in the future.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	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
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Feet Inches Height Measurement
---	---

Academic Language Support

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) ?	The academic language functions in these learning outcomes are compare and use. The students will be practicing content in a specific curriculum and they will be using technology to make the assignment easier. The academic language supports I will use are conversation, asking questions to assess understanding, explicit instruction, and technology. These supports address the academic language demands because I would use specific instruction, language, and grammar, as well as technology.
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Excel Spreadsheets
--	------------------------------

Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Measurement tool (preferably measuring tape), pencil, paper, computer, spreadsheet
--	--

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
50 minutes	<p>Introduction: I will introduce the lesson and we will go over our past lesson of measurement and height. A few days before this lesson ask your students’ parents how long they were when they were born, what was their height at birth?</p>	<p>I will begin this lesson by going over our past lessons about measurement and height. We will also go over data and how we can use technology to simplify collecting and comparing data. I will then explain the lesson for the day and explain how everything will work.</p> <p>A few days before this lesson I will ask my students’ parents for their child’s height at birth, this information will be used for the data. Before the students open their worksheets I will have that data already inserted.</p>
	<p>Instruction:</p> <ul style="list-style-type: none"> • The students will be split into groups of 8. There will be three groups. • Each group will have 2 tape measures, and the students will take turns measuring one another and writing their heights down on a sheet of paper. • Once the students have each been measured and have their height written down we will go through and pick some of the tallest, middle, and shortest heights to enter into the spreadsheet. • The first worksheet will be our grade, so we will enter the heights that the students just measured. The second and third worksheets will be hypotheses about their heights in third and fifth grade, and how much they have grown since infancy. • The infant heights will be used to find how much each student has grown since they were born. Once we have everything filled in we will move on to talking about growth and height. 	<p>Once I know the students are feeling comfortable to continue with the lesson I will split the students into 3 groups of 8 and ask them to take turns measuring one another and writing the measurements on a sheet of paper. I will then pass out the tape measurers, 2 to each group.</p> <p>The students will then take turns measuring each other. Once everyone has their measurements, in inches, I will write down each measurement on the board. We will then sort through them and find the tallest, middle, and shortest measurements to use in the worksheet. I will only be choosing 8 measurements to put into the worksheet.</p> <p>Once we have those 8 chosen, I will find their birth length that I received from their parents. I will enter those into the spreadsheet and ask the students to tell me how to find the difference in heights of each of the 8 students chosen. Once we have all of the data entered and the functions and formulas filled in we will move on to finding heights in the future.</p> <p>I will look up the average heights of third and fifth graders, and with the help of my students we will hypothesize how tall each of the 8 students will be in third grade and fifth grade based off of their heights in first grade.</p> <p>Once each worksheet is filled in we will move on to comparing the data from each. On the comparison page we will compare the average heights of boy and girls, as well as infant height, and difference in height since birth.</p>

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)
	<p>Closure: Once we have finished discussing the data and how much each student has grown, I will ask my students questions to wrap the lesson up. We will continue this lesson the following day, and we will dive deeper into the data.</p>	<p>The lesson will then be complete and the next day we will go over the data. I will ask them some simple questions over measurement such as “ How did you measure your classmate?”, “Why do our heights differ?”, “Who is the tallest?”, these will be questions to get them to think about measurement and how we use measurement in life and to wrap the lesson up.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.</p>
---	----------

Differentiation

<p>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.)</p>	
--	--

Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>Explain connections to theories and/or research (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.</p>	
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

Updated 12-17-19 NLC

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>