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Lesson Plan Template

Lesson Segment Focus Math Lesson 7 of 12

Course & topic addressed Plotting data on graphs Date 10/27/19
Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to properly graph data in any type of chart.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to know the importance of charts and their usefulness.
Knowledge of students background (personal, cultural, or community assets)	Using graphs as a way of organization.

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.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots
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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?	Using data that might be interesting to them, having individualized data to graph
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	The definitions of the different types of graphs.
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Materials

Materials needed by teacher for this lesson.	smartboard
Materials needed by students for this lesson.	Dry erase board and marker

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.
25 min	<u>Introduction:</u> Teacher will discuss with the children the different types of graphs	The teacher will go in depth about what type of graph is suitable for the data that is recorded. She will ask students if they have any questions.
30min	<u>Instruction:</u> Teacher will pass out the dry erase boards and markers and explain the activity.	The teacher will show different types of graphs on the smartboard and the students will have to write on their dry erase boards about what type of graph it shown, based off the information that was given to them.
10 min	<u>Closure:</u> Teacher review what she said earlier in the lesson.	Teacher asks the students if they have any questions, and that tomorrow they will make their own graphs.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention?	Students who are under an IEP can move closer to see the smartboard. Or a child who's left is broke (hand he or she writes with) can partner up with someone.
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IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The different ways to answer the questions. Verbally, using the smart boards. I think the children would love not using the traditional pencil and paper. This lesson gives them a break from that.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Class discussion on why a graph is what it is
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Test over the graphs
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Teacher pull up a graph and the student have to write on a slip of paper what graph it is before going to pull outs.

Research/Theory

Identify theories or research that supports the approach you used.	Theory that children learn from their environments.
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	The idea of the dry erase boards were cool, but some students were looking off each other's boards. I have to find a way to prevent that. The smartboard activity went fine otherwise. A quiz could be given a few days after to make sure everyone is grasping the concept.
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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>