

Name Chaquinn Strickland

Lesson Plan Template

Lesson Segment Focus _____ Math _____ Lesson 6 of 12

Course & topic addressed _____ Math: Mean, Median, and Mode _____ Date 10/27/19
Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to find the mean, median, and mode of data sets.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The knowledge of knowing what mean, median, and mode is.
Knowledge of students background (personal, cultural, or community assets)	Students will look at the demographics of a few states, including the one that they live in.

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.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number (mean, median, mode), while a measure of variation (interquartile range, mean absolute deviation) describes how its values vary with a single number
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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?	Discuss the meaning of the words that are unfamiliar to them and scaffold them as much as possible.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Mean, Mode, Median, Average, Quartile, Demographics
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Materials

Materials needed by teacher for this lesson.	Smartboard, computer
Materials needed by students for this lesson.	Pencil and number models, tablet

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	<u>Introduction:</u> Teacher will introduce the lesson to the students, telling them what each word means.	The teacher will ask the students if they have any questions regarding the lesson. She will then describe the activity to them.
30 min	<u>Instruction:</u> Teacher will explain the activity.	The teacher will tell the students that they are doing a activity over the demographics of their own state and two other states of their choice. The students will have the iPads to look up the information. They will enter the information into excel as they go. Afterwards, they will graph the results. The teacher will ask them questions from the data such as “what number occurs the most (mode)?”.
15 min	Closure: Teacher will ask student if they have any questions.	Teacher will pass out a handout with a few more questions about the graph and the data.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students with an IEP or any other stipulation would receive more help and assistance with the questions about the data. Students with eyeglasses can move more to the smartboard so they can see.
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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 use of the iPads is a way to vary how the students get information. Maybe use chrome books, and the fact that they have to get their own data is a level of independency for them.
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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	Exit slips for recess
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Pop Quiz
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Let the students have a class discussion over the data

Research/Theory

Identify theories or research that supports the approach you used.	Research, students learn by doing.
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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 letting them gather the information was neat. More discussion should be made over what exactly demographics is, and let the students know that race is not always important.
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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>