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## Lesson Plan Template

**Learning Segment Focus** \_\_\_\_\_ **Reading Line Plots and answering word problems using whole numbers.**

**Lesson** 1 **of** 1 **Topic** Comparing Data **Date** 4-5-2021 **Grade** 4

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will understand how to read a line plot. Students will understand how to compare data. Students will practice answering word problems involving whole numbers.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have learned how to add, subtract, multiply, and divide whole numbers previously. Students have learned to read pictographs and bar graphs prior.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students will be familiar with the four basic operations and use them while baking, shopping, etc. Students will know about the temperature from their parents. Students understand that the month of April is during the spring and are familiar with what the weather feels like in the spring.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity • Assess the reasonableness of answers using mental computation and estimation strategies including rounding. AR.Math.Content.4.MD.B.4: • Make a line plot to display a data set of measurements in fractions of a unit (e.g., 1/2, 1/4, 1/8) • Solve problems involving addition and subtraction of fractions by using information presented in line plots For example: From a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Line graph, temperature, average, maximum</b>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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	All of the terms used are familiar to students based off of past lessons. The words will be displayed on the board for the duration of the lesson.
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Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	
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**Materials**

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, powerpoint, white board, marker
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, google sheet document, question worksheet, pencil

**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)
5 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Bellringer question involving a line plot</u></b></li> </ul>	The students will answer a simple question based on a line plot. The teacher will see who understands the concept of a line plot and who does not.
45 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Powerpoint presentation</li> <li>• Explicit line plot creating instruction on the white board</li> <li>• Question worksheet based on google sheets</li> </ul>	The teacher will use powerpoint presentation to teach how to read and interpret lineplots. Teacher will create a line plot step by step on white board to model it to students. Students will pull up google sheet. Students will answer worksheet word problems that correspond with the google sheet.

10 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Students will be encouraged to change the numbers in the chart so that they can see how each number affects the average and the graphs.</li> </ul>	Students can manipulate the numbers in order to gain an understanding of how each number affects the graph.

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>The lesson uses a google sheet to show visually the information provided. The google sheet can be manipulated and update in real time. The graphs are easy to construct. Using a spreadsheet will prepare students for the higher grades, where they will be used more often. The powerpoint presentation can be used to organize the information in a logical and chronological order. It can also easily be shared with students for studying purposes. It is more concise and has only pertinent.</b></p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>.The teacher is available to help at all times. The time can be extended for this lesson.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,</p>	<p>The powerpoint can be useful for visual and auditory learners. The graphs are visual and neat and organized, which makes finding the necessary information easier.</p>
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<p>highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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	The bellringer problem is a way to assess where students are at the beginning of the lesson. It will be graded for effort.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The word problem worksheet will be turned in for a grade.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will construct line plots for future lessons, these will show their understanding of how to make line plots.

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	“technology and curriculum were so intertwined that it was not meaningful to separate them in analysis.”  <a href="https://files.eric.ed.gov/fulltext/ED527642.pdf">https://files.eric.ed.gov/fulltext/ED527642.pdf</a>
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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