

Lesson Plan Template

Learning Segment Focus: Comparing & Contrasting in Math using Data

Lesson 1 of 1

Topic: Math

Date: 4/6/21

Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will participate as a class to find the prices of different items at different stores Students will fill in an Excel spreadsheet to create graphs Students will discuss the data
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will already understand how numbers are bigger and smaller, they will understand graphs and what graphs represent and students will understand money and how it is used.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This will be a great life lesson that children need to learn. This will teach them how to look for the cheapest price at the store so that they can save money. I can even persuade them to help their parents next time they are at the store with the grocery prices.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>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</p> <ul style="list-style-type: none"> · Ask and answer questions about the total number represented, how many in each category, and how many are in one category than in another <p>AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating <i>computational fluency</i> for addition and subtraction within 10</p> <p>Use strategies such as:</p> <ul style="list-style-type: none"> · <i>Counting on</i> · Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) · Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) · Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) · Creating equivalent but easier or known <i>sums</i> (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> Minimum Maximum Average Graph Data
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Academic Language Support

<p>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?</p> <p>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)?</p>	<p>This activity will introduce the students to new vocabulary and will allow them to put to action what they learn next time they go to the store.</p> <p>I will ask them various questions about the key vocabulary. We will discuss them before and after the lesson to see how well the lesson enhanced their knowledge of the terms.</p> <p>This allows them to incorporate vocabulary in a mathematics lesson and allows them to put it into practice. This broadens their knowledge on currency, the best price, graphs, and big and small numbers.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Computer Projector Excel Template</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Laptop Excel Template</p>

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)
<p>10 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - We will brainstorm a few of their favorite items at the store - I will tell them what the plan is for the lesson - I will get them excited for the hands-on project they get to do at the end 	<p>For this lesson, I will introduce by asking the students what their favorite snacks to get at the store are. I will brainstorm and write them down. When a few get repeated such as cookies, candy, cereal or coke, I will tell them that that is what we are shopping for today! Then, I will begin to give them a breakdown of the lesson (this seems to help the lesson flow more smoothly). Then, I will get them excited by telling them about the fun, hands on activity they get to participate in towards the end of the lesson!</p>

<p>45 minutes</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Google prices of favorite foods from Wal-Mart, Target, and Kroger - Use Excel template to record data and compose graphs 	<p>Next, as a class we will “shop” for our items. For example, I will google “How much is a box of Cheeze-Its at Walmart?” and I will write down the data for all items and stores. We will do this for the same 5 items. We will use the stores Walmart, Target, and Kroger. Then, I will begin to refresh their memories on bar graphs, pie graphs, and why we use them. Then, I will ask them if they want to make their own using the data we found.</p> <p>Every student will get their laptop and, on their desktop, will be their Excel template. I will tell them to open it and they will have the chance to fill out the prices on the spreadsheet and as they do, their graph will come to life. Since this lesson was created for First Grade, all they will have to do is fill in the data and the graphs and formulas will fill in.</p>
<p>10 minutes</p>	<p><u>Closure:</u></p>	<p>When all the students are done, as a class we will discuss what they found and together we will look at the comparison page to compare the data. We will discuss which store was the cheapest to shop at and other discoveries they found.</p>

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using</p>	<p>For this lesson, I will create a Spreadsheet, and then create a template from that spreadsheet. My students will need their laptop and the template on Excel. Technology enhances this lesson, because it allows the students to see their data come to life as the graph changes and develops. This allows them to accomplish this lesson so much better rather than if they just watched me do it. This technology aligns so perfectly with this lesson because it allows the data to be entered while the graphs are being formed. It will also allow them to have a better understanding of the data as</p>
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<p>the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>they are able to do it hands on. Since this lesson is geared towards first graders, this is a perfect template because all the children must do is fill in their data and watch the graphs come to life. This lesson and piece of technology fit together well because there is no other piece of technology that allows you to create graphs and tables such as this one.</p>
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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>I could give more instruction or help to a child that needed modifications. I could also have a helper help that child. I did make this spreadsheet template as simple as I could for this age group to meet all accommodations.</p> <p>Due to not knowing my students yet, I do not know what accommodations and modifications I will have to make to this lesson just yet.</p>
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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>	<p>I will be very clear with my instructions and allow questions at the end. I will provide any materials that I need to for students that might need modifications. I will have my students with poor eye vision sitting at the front of the class. I made sure to make the graphs and tables very colorful and appealing. I could even add images for students who might have certain impairments.</p>
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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>	<p>Summative Assessment</p>	<p>I will assess my students learning by walking around the room and observing/assisting how I need to. I will also ask intentional questions at the end of the lesson to see what the students results, and findings were. Lastly, we will discuss sheet 4 as a class on the Excel Template that examines all data.</p>
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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>	<p>I simply followed the First Grade Arkansas State Standards and created my lesson from what I know my students need to know and what they already do know.</p>
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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>
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