Lesson Plan

Lesson Segment Focus: <u>Learning how to use graphs & reading comprehension</u>   **Lesson** _____ of_____

Course & topic addressed: <u>Reading & Graphs</u>   **Date** <u>10/6/18</u> **Grade:** <u>1st</u>

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how graphs work, how to read graphs, and how to properly construct a graph. Students will also improve on their reading comprehension skills.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be familiar with identifying characters, settings, and major events in a story. Students should know how to describe the differences/similarities when seeing data side by side when using measurable attributes.
Knowledge of students background (personal, cultural, or community assets)	Students have books at home to read and students will have access to the reading template to keep track of their reading. Students will be able to read with their parents/guardians in order to work on reading comprehension.

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.	**RL.1.3** Describe characters, settings, and major events in a story, using key details. **AR.Math.Content.1.MD.C.6** Organize, represent, and interpret date with up to three categories, using tally tables, picture graphs, and bar graphs.

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?	I would use various videos that explain graphs to help my students understand the concepts of graphs (how they work, what graphs do, how do you read graphs, etc.) I would print out different types of graphs on a worksheet that consist of useful data so my students can make realistic connections. For example, I would print off a graph that had the days of the week listed and the different activities that my students go to on that day (Monday: Library Tuesday: PE Wednesday: Music, etc) This way my students can visually see how graphs can plot data and how graphs can be useful. To help my students with reading comprehension, I would give each of them a "cheat sheet" to explain what a setting is and how to find it, or what a main character is and how to determine who the main character is in a story. To provide varying

	supports for students at different levels of academic language development, I could assign and recommend them books based on their academic reading level.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students must know/be familiar with the following terms: setting, data, average, key, maximum, & minimum

Materials

Materials needed by teacher for **this lesson**.	Printable graphs, smartboard, data, information from other teachers' classes, books, worksheets over reading comprehension
Materials needed by students for **this lesson**.	Blank reading comprehension worksheets, books, printable graphs

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.
10 mins	**Introduction**: I, the teacher, will use lots of visuals in order to explain the lesson and what concepts the students will learn.	I will explain to my students that the focus for this month is all about reading comprehension. I will tell my students that we will be focusing on finding the setting, main characters, and major events in a story. I, the teacher, will introduce our story for the week. I will go over in detail what a setting is/means and how to determine the setting in a story. I will teach my students what defines a "main character" and how to tell which characters are main characters in a passage. Lastly, I will talk with my students about recognizing the main events in a passage. To introduce my students to graphs, I will pull up and talk about various graphs and how they can be useful and helpful to plot data. I will tell my students that we are

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.
		having a reading competition with two other classes (Ms. Maggie and Ms. Hattie) to see what class can read the most books in one month.
30 mins	Instruction: I, the teacher, will be using visuals in order to help my students understand the concepts of graphs. With group work, the students are able to work with one another in order to further expand their knowledge.	I, the teacher, will read aloud our book for the week. My students should be sitting on the carpet and answering any assessment questions I ask them during the reading. After the reading, I will have my students go back to their seats. I will then pass out blank worksheets that will have my students write the setting, main characters, and main events in the passage. To make sure that my students fully understand this concept, I will go over the answers and questions with them. Once we are done filling out the worksheet, I will have my students break into groups (no more than 5 per group) Each group will pull out their reading templates and will discuss the number of books that they read per week. Each group will compare with one another the amount of Math, History, Science, and other books they read. Once finished, the students will bring the data to me. I will write on the board the collected data of the number of students' books. With the help of my students, I will tally up the number of books to give us a total number of Math, History, Science, and (other) books read each week. I will call upon students to come up and enter the collected data into the correct spots on the chart/graph. Once we have our class' chart/graph filled out, I will show my students how many total books we have read compared to Ms. Maggie's and Ms. Hattie's class.
15 mins	Closure: I, the teacher, will ask assessment questions to see if my students have fully understood the concepts taught in this lesson.	To wrap up this lesson, I will ask my students questions about charts and graphs. I will ask my students questions based on our class' chart in addition to Ms. Maggie's and Ms. Hattie's chart and graphs. I will ask assessment questions to see if my students have understood. I will ask questions like "How many total number of Math books did we read?" "How many Science books did we read during week 2?" "How many more History books did Miss Hattie's class read compared to Miss Maggie's class?" By asking these assessment questions, I can tell if my students have understood the concept of graphs.

Accommodations/Modifications

How might I modify instruction for:	Multiple methods and strategies will be used to accommodate/modify the lesson for students.

| Remediation?
Intervention?
IEP/504?
LEP/ESL? | I might have to go over concepts slower and explain more details in depth. It might be a possibility that I will have to pull these students aside and work with them in a group during group time. Some additional modifications would be to have these students learn from videos and audiobooks rather than me teaching the concepts to them. These students might need worksheets with larger print. The students might benefit better from recording the lesson or the students might require a written list of detailed instructions. For the lesson, the student might need to be seated closer to the smartboard or seated further away with no other students around. I, as the teacher, might have to modify the graphs given to the child that has different data or fewer data. When grading or assessing students, I would have to take into consideration their abilities and be sure to be fair when grading. |

Differentiation:

| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | In this lesson, I will be incorporating an authority teaching style (lecture), a demonstrator teaching style (coaching style), and a delegator teaching style (group style.) By incorporating these various teaching styles and instructional methods, I am able to ensure that the needs of all my students are met in some way. These styles are very different, but help to accommodate my students' needs as much as possible. By using various visuals, videos, and worksheets, I am able to reach a vast majority of my students' needs, as well. |

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

| Identify theories or research that supports the approach you used. | |

Lesson Reflection/Evaluation

| What went well?
What changes should be made?
How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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