

Name Georgia Brewer

Lesson Plan Template

Lesson Segment Focus Math Lesson 4 of 8

Course & topic addressed Statistics and Probability Date 10/29/19

Grade Sixth

Student Outcomes

Specific learning objectives for this lesson.	Students will practice calculating the mean of a set of data and display the results using a bar graph.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will display their understanding of the previous lesson on calculating the mean by working with a partner to complete a data spreadsheet.
Knowledge of students background (personal, cultural, or community assets)	

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)
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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?	Reviewing mean before they get started and having an example on the board while their working. I will also work through a bar graph example with them before they partner up.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Mean Average Bar graph
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Materials

Materials needed by teacher for this lesson.	Spreadsheet pre prepared with the data already on it.
Materials needed by students for this lesson.	pencil calculator

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Time of Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 mins	<u>Introduction:</u>	Greet the children and usher them to their seats. We will review calculating the mean through a bell ringer and look at a few bar graph examples.
20 mins	<u>Instruction:</u>	The students will be paired together based on pulling sticks. The students will pull from the jar and locate the student with the stick of corresponding color. The students will work together to calculate the final grades and class averages based on the data provided. The students will fill in the missing portions of the spreadsheet and graph their results.
10 minutes	<u>Closure:</u>	We will review definitions of key concepts and review their work with the spreadsheets. Before dismissal each student will be required to share two things: Something new that they learned: Something that they did not understand or want to know:

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Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation : Work through the spreadsheet as a class using whole-group instruction.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Have the students work in small groups instead of partnering to increase chances of meaningful peer tutoring.
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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 checked="" type="checkbox"/> Summative	Review at the end of class to check for understanding.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i> I will know the depths of my students prior knowledge.
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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.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;](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/Resource12.pdf)

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