Name___Jennifer Webb_____

Lesson Plan

Learning Segment Focus___Finding and Displaying the Results____Lesson __3__of___4___

Course & topic addressed __Science-Application of Science____Date____3/30/20___ Grade_5__

Student Outcomes

Specific learning **objectives** for this lesson.	Students will correctly collect data in tables. Students will represent and analyze their data in the form of graphs.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have organized data in tables before.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students were allowed to choose their experiments in the hope that they would use their backgrounds in the experiment.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase information in notes and finished work. Provide a list of sources. (5-ETS1-1, 5-ETS1-3) MP.4 Model with mathematics. (5-ETS1-1, 5-ETS1-2, 5-ETS1-3) MP.5 Use appropriate tools strategically. (5-ETS1-1, 5-ETS1-2, 5-ETS1-3)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Graph** **Data** **Analysis** **Results** **Conclusion**

Academic Language Support

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? 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)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Clipboard/iPad for taking notes on student progress Smartboard/projector with airplay capabilities
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Laptops Spreadsheet software Internet Collected data from their experiment

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)
1 minute	**Introduction**: **Have students get with their partner**	Meet with partner and assemble all their data from their home experiments.
5 minutes	**Review and Instructions**	Remind students about turning their data into graphs and drawing conclusions from tables and graphs. Instruct students to use google sheets to put data into a table and then create a graph with their partner.
10 minutes	**Instruction:** Group work	Allow partners to create their tables and graphs in google sheets. Walk among students monitoring progress and assisting. Make sure to ask each group at least 1 question to monitor progress. Remind them that the graph needs to look professional and should be jazzed up and not a basic graph.
5 minutes	Check on progress and direct students to draw conclusions and write reflections based on the data.	Have a few students use airplay and display their graphs on the smartboard/projector. Fix any issues. Allow students to continue to work during this period and use the other students as a guide to make their graphs better. Display your own graph as well. Then instruct students to begin drawing conclusions and writing reflection paragraphs based on their results.
15 minutes	Group work	Allow students to finish their graphs, discuss conclusions with their partner, and begin writing reflection paragraphs based on their results.
2 minutes	**Closure:** Upload and exit slip	Have students upload their graphs to their google classroom portfolio for teacher review. Have an exit slip where they talked about their group work as well as anything of interest in their results.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Students will be working with preapproved partners to help with any accommodated needs. ELL students are allowed to use any measurement system to record data so as to avoid confusion when drawing conclusions from the data.

Differentiation

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.)	**I will be walking among the groups to monitor progress. For those groups who need direct instruction or additional help, I will spend a little longer at their group ensuring they understood the instructions and are able to complete the tasks.**

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	Teacher clipboard and questions
	■ Formative /☐ Summative	Uploading the graphs to portfolio for review
	■ Formative /☐ Summative	Exit slip

Research/Theory

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.**	

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.