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## Lesson Plan Template

Lesson Segment Focus Measurement and Data

Lesson 1 of 1

Course & topic addressed Math/Graphing Info

Date 4-10-19 Grade First

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to take the data we collect from the class and put it in three different charts.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We learned more about charts and graphing prior to this lesson. Learned about reading different graphs as well.
Knowledge of students background (personal, cultural, or community assets)	some students may be familiar with graphs and organizing information and for some this might be a new activity for them. students learn differently some make take longer to get the hang of graphing.

### 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.	<b>Measurement and Data</b> AR.Math.Content.1.MD.C.6: <ul style="list-style-type: none"><li>• Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs</li><li>• Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another</li></ul>
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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?	I will have a poster that lists the different graphs/charts and shows an example of what each one looks like just as a reminder and reference for the students. If there are students at different levels i will personally work with them and help them better understand each graph.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Data</b> <b>Bar Graphs</b> <b>Picture Graphs</b> <b>Pie charts</b> <b>Doughnut charts</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Posters, one for data, one for graph examples
Materials needed by students for <b>this lesson.</b>	Computers to fill in the graphs after data is collected.

**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.
5 min	<u><b>Introduction:</b></u> <b>Students will be reviewing</b>	We will review previous lessons with me as we go over the poster that shows the different graphs and charts and what they are used for.
10 min	<u><b>Instruction:</b></u> Collecting data	The students and I will collect data about their favorite colors, food, and lunch meat. We will then write this information in a tally chart on a poster as we total the results. The students will be doing this almost on their own if possible, I will just be guiding them.

15 min	<b>Closure:</b> Graphing on spreadsheets	As set groups of two the students will get on computers and use spreadsheets to graph this data. I will already have the graphs made up, and they will just need to fill in the data and label. However if some students are more advanced and get the hand of this faster they are welcomed to change the colors and make it look the way they want.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The students will be working as a class and with a partner for most of this activity so i will chose those carefully however if they need my help or need extra time i will provide that. I will be working with them guiding each student and making sure everyone understands.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I could have students fill in a worksheet giving a brief example of why they would use each graph/chart. to assess their understanding.</b>
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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 type="checkbox"/> Summative	
	<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>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
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<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
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