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Lesson Plan Template

Lesson Segment Focus Extend the counting sequence/Interpreting Data

Lesson 1 of 1

Course & topic addressed Sorting/Counting/Graphing

Date 4-10-19 Grade First

Student Outcomes

Specific learning objectives for this lesson.	The students will learn more about sorting counting higher numbers and adding data to charts.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson the students learned to graph and use a variety of different charts.
Knowledge of students background (personal, cultural, or community assets)	Some students may already be able to count high numbers but some may take more time and need more practice.

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.1.MD.C.6 <ul style="list-style-type: none">• Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs• 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 AR.Math.Content.1.NBT.A.1 <ul style="list-style-type: none">• Count to 120, starting at any number less than 120• In this range, read and write numerals and represent a number of objects with a written numeral.
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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 make sure the students remember what each graph is for and how to add things to it. We will do counting exercises to get the students warmed up and used to counting to higher numbers. For students at different levels I will personally work with them briefly before the lesson to just see where they're at with counting and graphing and how much they understand.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Graphing Numerals Sorting Sequence Categories Bar Graph
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Materials

Materials needed by teacher for this lesson.	M&M's, posters, markers, bowls
Materials needed by students for this lesson.	The teacher will provide the materials.

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.
5 min	<u>Introduction:</u> Explanation	The teacher will explain that we are going to work on graphing counting and sorting, and that this will be a competition with the other classes.
15 min	<u>Instruction:</u> Sorting & Counting	The students will get put into groups where they will have their own pile of M&M's. They will sort the M&M's into the different colors and count them they will record this data in their groups. Then all together count their M&M's and record that data on a sheet of poster paper.

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.
20 min	Closure: Graphing	The students will then graph the data using spreadsheets. I will have them do this in their groups and the spreadsheets will already be mostly made up they will just have to add in their data and label things. If they want to and have the time they can change the colors and make it look more how they want.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might need to review counting a little more for these students. I might also put them in a group together in case they need more time counting just so they don't feel left out or get left behind in the group. I will assist them with whatever they need and stay close to their group.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I can hang up a graph review poster and make sure they know how to add information into it and how to label. I could let them review counting with a worksheet as well to really assess if they are ready for this activity before we really get started.
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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	
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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.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>