

Name_____Kaylee Nelson_____

Lesson Plan Template

Lesson Segment Focus_____Represent and Interpret Data_____

Lesson _____1_____of_____5_____

Course & topic addressed _____Making a Bar Graph_____

Date____10/30/2019____ Grade__3__

Student Outcomes

Specific learning objectives for this lesson.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories (e.g., Draw a bar graph in which each square in the bar graph might represent 5 pets) • Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	How to add and subtract numbers.
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.3.MD.B.3
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	bar graph, x-axis, y-axis, title, key, data,
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Materials

Materials needed by teacher for this lesson.	Worksheets, example of bar graph, projector
Materials needed by students for this lesson.	Paper, ruler, pencil, colored pencils

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.
	<u>Introduction:</u>	I would go over the vocab words several times beforehand. Explain the process, show them my example, and ask for any questions.
	<u>Instruction:</u> I would be sitting at my desk using the projector. Students would be sitting at their desks with all their materials out.	I would go over the entire lesson so they know what to expect first. Then, ask them their favorite foods so we can get our data. Then ask them what each blank would be to keep them involved and using their knowledge. Then, we would discuss our data. Then, let them try to complete their graphs and assist those that need it.
	<u>Closure:</u>	

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.
	Discuss our data as a class.	I would be standing up in front of the class asking questions about what we learned while they refer to their graphs for the answers.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Give a little extra guidance for those that need it. Sit the ones who have ADHD closer to me so I can keep them on track.
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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 would use my voice to explain the details of the lesson, also show them an example for the visual learners.
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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.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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