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## Lesson Plan Template

Lesson Segment Focus Outcomes and Graphs

Lesson 1 of 1

Course & topic addressed: Graphs

Date 10/09/18 Grade K-1

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn outcomes by drawing a random paper from a brown bag with a color on it. We will assemble a graph with the data.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is connected to prior lessons because students will practice colors and the usage of numbers.
Knowledge of students background (personal, cultural, or community assets)	25 students total 8 papers for each color (8 reds, 8 yellows, 8 greens, 8 blues) = 32 papers total Not all paper will be used

### 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: "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"
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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 would tell them the game plan at first, and all that we as a class will be doing once everyone has gotten a random color. I would thoroughly explain the difference in graphs as well as explain how it can be helpful. I would continue to show them both of these things with the activity.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Graph: diagram showing the relation between two or more variable quantities</b> <b>Random: Something that is chosen or happening without decision</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Brown paper bag, small pieces of paper with colored dots (can use markers for dots, colors range from red, yellow, green, blue), spreadsheets, whiteboard, smartboard
Materials needed by students for <b>this lesson.</b>	Pencil and paper

### 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.
5-10 minutes	<b>Introduction:</b> Good morning boys and girls! Let's go over our colors because we will be using them in an activity we do today!	I will guide the students in a review over the colors red, orange, yellow, green, blue, and purple. I will use a poster and point at each color and have the students say the colors with me. After the colors, I will introduce graphs by showing them a picture of graphs and telling the students how graphs can be used.
25-35 minutes	<b>Instruction:</b> Okay. I'm going to go around with this brown paper bag. In this bag there are pieces of paper, and each piece has a colored dot on it. Everyone is supposed to reach in and grab one random piece of paper. Don't look in the bag. How many pieces of paper do you grab? (answer : 1)  Does everyone have one piece of paper? (if yes, continue) There are four difference colors that you could have gotten. Red, yellow, green, or blue. Those who got red, raise your hand!	After explaining the instructions, I go around with the bag and allow each student to grab one piece of paper.  I will write the four colors on the board for the class to see. As I ask the class to raise their hands for what color they got, I will tally the amount on the board. Afterwards, we will count the tally's to make sure that everyone raised their hand.

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.
	Now, let's turn this information into a graph and chart!	Red: 7 Yellow: 8 Green: 4 Blue: 6
10 minutes	<b>Closure:</b> Okay boys and girls, what did we learn today? (Review lesson)	I will review the information and how we made the charts and graphs, including the titles, x-axis, y-axis, etc.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will make the lessons more detailed. When the students are working on the worksheets, I will be walking around to ensure that the students are doing okay. I will stop and help these students with the worksheet as well as review over the lesson in a more descriptive manner.
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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 would allow the students to speak up and “help” me with the charts and graphs. I would write down the information as well as verbally say it.</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	
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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>;  
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