

Name Kayla Johnson

Lesson Plan

Learning Segment Focus Organizing, representing, and interpreting data **Lesson** 1 **of** 1

Course & topic addressed Math & Recording Data **Date** 11/06/2020 **Grade** 2nd

Student Outcomes

Specific learning objectives for this lesson.	The learners will create a rain gauge used to catch rain in the area for a given amount of time. The students can use this information for a range of activities such as average rainfall over time, graphing skills, or discussions about water conservation or the rain cycle.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The student will not have any previous knowledge of the information being taught.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This will be the first time this information will be introduced to the students.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.2.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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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Guage, graph, conservation, average, rain cycle
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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) ?	Vocabulary words, one response questions, informal assessment
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	handful of gravel for each child , scissors, two liter bottle per child, masking tape, ruler, permanent marker, computer, excel, smartboard
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, excel worksheets, rain guage materials will be provided by the teacher.
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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)
5 mins	<u>Introduction:</u>	TTW begin by asking students how someone could figure out how much rain the area gets in a year. Then, TTW allow students to come up with several options.
50 mins	<u>Instruction:</u>	<p>TTW explain to students that one way to gauge how much rain an area gets is to catch the rain and keep track of the daily changes. The changes can easily be graphed and an average can be found. TTW work as a whole class with students or create small groups to make a rain gauge (directions to follow). Have gauges set in a safe place where rain can be collected for a set amount of time. Have students record water level changes daily. Before the students begin TTW show students a blank graph template and explain that they are going to record the amount of rainfall that cities in Arkansas, Montana, and New York receive over a period of weeks and months. Once the data is finished being recorded, the students will then compare all the rainfall amounts that they have gathered.</p> <ol style="list-style-type: none"> 1. Cut the two-liter bottle just under the wide part where the bottle begins to narrow. 2. Place a handful of small gravel in the bottom of the bottle. This is simply to keep it from falling over while outside. 3. Turn the part that was cut off upside down and place it in the larger part of the bottle. This will act as a funnel. Line up and then tape the cut sections together.

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)
		<p>4. Put a long vertical piece of tape down the bottle to use as a measuring tool. Use a marker to draw a line on the bottom of the tape, just above the top of the pebbles. This will be 0. Use a ruler to measure and mark every quarter inch up the tape (or cm. if desired.)</p> <p>5. Pour water into your gauge until it reaches the zero on your line. Set the gauges outside to collect rain for an established amount of time. Make sure the bottles are on a level surface.</p> <p>6. Make sure to check the water levels daily. If it has not rained, make sure water has not evaporated and the level is still at zero.</p>
10 mins	<u>Closure:</u>	Have students chart or graph the daily changes in the rain levels. This can then be used to determine averages or as an opening to the water cycle.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Students who need extra help will be paired into groups with students who have a firm understanding of the information and directions. TTW walk around the room and offer additional help as it is needed.</p>
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Differentiation

<p>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.)</p>	<p>Students who need a challenge will be given an additional work that will further their knowledge of the information being taught.</p>
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Facial Observations
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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 .	
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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>;
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