

Name: **Kaylee Parrish**

Lesson Plan

Learning Segment Focus **Sorting / Graphing** Lesson **2** of **2**
Course & topic addressed **Thanksgiving activity** Date **11-1-**
2020 Grade **1st**

Student Outcomes

Specific learning objectives for this lesson.	Students will: <ul style="list-style-type: none">• Find the average of their favorite thanksgiving food
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will be able to find the average of their classes favorite food by raising their hand and making note of their classmate's vote
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	They will be applying real world/ personal situations to help them engage into learning google spreadsheets and finding the average.

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.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
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Average Addition Sum Data
---	--

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) ?	The students will be able to see their data organized using goog spreadsheets and they will be able to find the average of their favorite thanksgiving food.
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	NA
--	----

Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil and paper Chrome books
--	----------------------------------

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)
	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Students will be asked to get out their chrome books • Students then will raise their hand and say some of their favorite thanksgiving food. • Students then will began voting as a class their favorites out of a few options to choose their favorite thanksgiving food • Students will find the average of the classes favorite. 	<ul style="list-style-type: none"> • TTW ask the students to get out their chrome books • TTW ask the students to raise their hand and answer what their favorite thanksgiving food • The students then will be asked to come up to the board and vote on their favorite thanksgiving food • TTW then ask the student to put in the data to google spread sheet • TTW also be modeling this on the smart board
	<p><u>Instruction:</u></p>	
	<p><u>Closure:</u></p>	

Accommodations/Modifications

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.)	. TTW come over and help the student(s) count and keep up with their personal data
---	--

Differentiation

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.)	TTW scaffold by checking their data and making sure they counted the right data and put in the correct information
--	---

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 checked="" type="checkbox"/> Summative	TTW ask the students what they learned and have them answer on a sheet of paper
	<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.	NA
---	----

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> NA
---	---

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>