

## Lesson Plan

Learning Segment Focus   **Sorting / Graphing**   Lesson   **1**   of   **1**    
 Course & topic addressed   **Math –M&Ms**   Date   **11-1-2020**    
 Grade   **1st**  

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Organize how many flavors (original, Caramel) and colors of M&amp;Ms in a bag</li> <li>• Be able to calculate the total number of M&amp;Ms</li> <li>• Be able to compare the number of flavors to the colors of M&amp;Ms</li> <li>• Be able to sort the data of flavors and colors of M&amp;Ms</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning.</b>	Students will be able to find the total amount of M&Ms by seeing their data (flavors and colors) in spreadsheet for organization. Students will be able to find the average of the M&Ms
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets.</b>	By using M&Ms to sort the data will make the lesson fun and apply a fun visual for them to better see the organization

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>AR.Math.Content.1.MD.C.6</b> <ul style="list-style-type: none"> <li>• <b>Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs</b></li> <li>• <b>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</b></li> </ul>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Average</b> <b>Addition</b> <b>Sum</b> <b>Data</b>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)?</b>	The students will be able to see their data organized using excel spreadsheets and they will be able to find the total sum of M&Ms
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	M&Ms
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Pencil and paper

**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><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• TSW take out the m&amp;ms and began separating them by color and counting how much they have in each color.</li> <li>• TSW then record their data on a piece of paper</li> <li>• TSW calmly raise their hands for telling the teacher how many m&amp;ms in each color they have</li> </ul>	<ul style="list-style-type: none"> <li>• TTW ask the students to separate the m&amp;ms by colors and then count how many m&amp;ms for the colors: red, blue, yellow, green, brown &amp; orange</li> <li>• TTW recommend them to get out a piece of paper and write the colors and however many m&amp;ms they have in those colors to keep up with the data.</li> <li>• Whenever the students are done, TTW ask them to raise their hand and TTW put their data in the spreadsheet.</li> <li>• TTW explain the process of finding average in spreadsheet by the row and columns.</li> <li>• We as a class will find the average of the m&amp;m types : regular and caramel</li> <li>• As a class we will discuss the differences mathematically – Closure</li> </ul>
	<p><b><u>Instruction:</u></b></p>	
	<p><b><u>Closure:</u></b></p>	

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)

### Accommodations/Modifications

<p>How might I <b>modify</b> 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>.  <b>TTW come over and help the student count and keep up with their personal data</b></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.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>TTW scaffold by checking their m&amp;ms and making sure they counted the right data</b></p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p><b>TTW ask the students what they learned and have them answer on a sheet of paper</b></p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>NA</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i>                   NA</p>
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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>;

Updated 12-17-19 NLC

<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>