

Lesson Segment Focus: Graphs

Lesson: two of four

Course & topic addressed: Math – Organizing data

Date: April 22nd

Grade: third

Student Outcomes

Specific learning objectives for this lesson.	The students will learn how to organize given data from different categories into tables and graphs
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The past couple weeks the students in my class have been in a reading competition with two other classes. I have collected the data and now we are going to organize the data as a class.
Knowledge of students background (personal, cultural, or community assets)	They know the competition results; they have a handout of all of the different data we collected from the competition. The students have worked with different numbers, functions and formulas before this lesson.

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 <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
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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?	Some students will have different handouts that supports their academic language level. The students will sit together so they can work together as a group and help each other.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Organize, Represent, interpret, data, categories, tables, graphs
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Materials

Materials needed by teacher for this lesson.	Computer, smart board, data handout ready, worksheet ready, white board, dry erase markers
Materials needed by students for this lesson.	Highlighter, colored pencils, 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.
5 min	<p>Introduction: Competition data Formulas and Functions</p>	<p>I will start by giving an overview of the class period. We will review the competition data we came up with. We will review different formulas and functions we have learned previously. We will review by simple question and answers; I will give a simple example on the white board so they can look back throughout the class period if they forget. I will inform them that we will be organizing the competition data table as a class and our own bar graph to show the data from the table on excel.</p>
35min	<p>Instruction: Handouts Creating table Week 1 data Functions and formulas Fill in data as class</p> <p>Interactive bar graph</p>	<ul style="list-style-type: none"> • I will pass out the handouts they will be working through as we go through excel as a class. I will have them get out highlighters, colored pencils and pencils. I will pass out another handout that contains all the competition data for us to put into our table. They will highlight the data as we go. • The handout will be a PDF of the finished table and graph so they can label as we go. They will label & explain as I go through excel. For example: for the Miss Kori's 3rd Grade Class cell, they would label – title then describe by saying – highlight the cells, merge text, center. • When we get to formulas, they will label and describe on their sheet as well. I do this so they can go back and look through if they need help when they do it on their own in the next lesson. Even though this is explaining how to work excel, as we go I will explain why we are doing what we are doing so if they do a table outside of excel, they will know how to organize their data. • Since this lesson is all about organizing data, I will have students mainly do this on their own, I will just enter the data as they tell me. I will ask them questions like – what should we put in the top cells, what should we put on the side cells, where should we put our totals, where should we put our averages, how did we find our totals, how did we find our average, etc. • We will create an interactive bar graph, they will go to the board and insert data where they think it should go. It will be a trial and error period for them to learn through! They will use

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.
		this on the next lesson so I will be sure to explain everything as we go so they will be able to do it on their own.
10 minutes	Closure: A look through Tie into next lesson Pick up handouts as exit slip	We will go through and look over the finished excel table and bar graph. I will tie in the review to our next lesson by telling them the overview of the next day. I will pick up the label and describe handouts to make sure they labeled and described properly. I will hand them back out the next day so they can use them to create their own. I will give a minute or two at the end of class for them to ask questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I would modify this lesson by handing out already labeled and detailed worksheet for the students to read through as I go instead of filling out as I go. For students who can't see as well or who can't pay attention as well, I will have them sit in the front so I can engage them better.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	We will be using the smart board for students to visually learn. We will be discussing the project together for them to learn by hearing. There will be a handout and data sheet for them to have a hands on experience.
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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>;
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