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Lesson Segment Focus: Organizing data on a graph

Lesson: three of four

Course & topic addressed: Math - Graphs

Date: April 23rd

Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to collect data and organize their data onto a bar graph.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The past two lessons have prepared the students for this lesson. We had a reading competition and as a class we organized the data we collected from the competition into a graph.
Knowledge of students background (personal, cultural, or community assets)	They have seen how to collect the data and how to create a graph to show the data.

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 graphsAsk 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 will have a table in the back for students that are not on the same academic level as the rest of the students. They will have different handouts that uses simple instructions with steps to help the students. They will be allowed to work together and I will spend extra time at their table helping them when they need it.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Graphs, data, organize, categories, tables
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Materials

Materials needed by teacher for this lesson.	Computer, Smartboard, hand outs ready, M&Ms ready
Materials needed by students for this lesson.	Computers, pencil

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.
15	<p>Introduction:</p> <p>Outlook on day</p> <p>Excel review</p>	<ul style="list-style-type: none"> I will tell the students are plan for the day so they know to pay attention as we are reviewing excel. I will tell them that they will be collecting their own data today and making their own table so they really need to pay attention to our review so they know what to do! I will pull up the excel template from the reading competition that we made in class together. We will go through filling in the data all over again for review. I will encourage different students to come up and insert different data for me. I will show them how to do the formulas and functions again and have students come up and do that on the board too. After they all get comfortable with excel again, I will show them our final product after filling in the template. We will talk through what we did as a class for the second time to make sure the students understand.
30	<p>Instruction:</p> <p>M&M data collection</p> <p>Excel instruction</p> <p>Help students</p>	<ul style="list-style-type: none"> I will pass out a worksheet that is labeled M&Ms and will have all the different colors listed where they can write down how many of each color they have. I will tell the students that I am going to pass out M&M bags and they are not allowed to eat them until the end of class. I will tell them that they need to categorize the M&Ms into their different colors and then count how many M&Ms are in each color pile. They will write down the data as they count each color pile. I pass out the individual bags of M&Ms to each student. I will give them some time to categorize, count and write down the numbers. I will walk around helping students as they need it. I will check to make sure all of the numbers look right. When it looks like they are finishing up, I will let them eat their M&Ms while I am passing out computers. Once they get their computers, I will hand out another sheet that list the requirements of their excel sheet. I will simply be a single spreadsheet with one data table that they will fill

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.
		<p>in, and one graph that they will create to be interactive with their M&M data. I will read through the sheet with our spreadsheet pulled up so I can point at what each thing means.</p> <ul style="list-style-type: none"> • I will tell them that they have some time during this class period and about 15 minutes at the beginning of the next class period to get this done so they need to be working on it. • I will go ahead and have them save as all together with a given name, I will instruct them to save often. • I will give them time to work on their spreadsheet, I will go around helping when needed. I will check their screens on my computer to make sure they are all opening excel working.
5	Closure: Announcements	<p>The last 5 minutes of class I will help them save everything properly and collect computers. I will leave this time open for discussion about the project. If they have questions I can answer them so all the students can hear. We will continue this lesson into the next class period.</p> <p>Next lesson- finishing up project, putting all their data onto one table.</p>

Accommodations/Modifications

<p>How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>If I feel like a student will struggle doing this on his/her own, I will have a separate handout that gives a few more instructions for them to follow. For students that can't see as well, I will have them sit in the front so they can see the board better. I will have students who don't focus as will spread out throughout the room on their own. I will walk around giving extra help for students who will need it.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will have interactive examples on the board so they can see, hear and have a hands on connection with the lesson. They will learn by seeing and then learn by doing it on their own. They will be on computers and will have paper to collect data on. There is a lot of variety in this lesson.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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 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:EsQcNWuG1Z0J: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>