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Lesson Plan Template

Lesson Segment Focus: Comparing City Temperatures Using Graphs

Lesson _____ **of** _____

Course & topic addressed: Math/Graphs and Charts

Date: 4/10/19 **Grade:** First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will organize data into a chart and bar graph to compare high, low, and average temperatures for one week in different cities.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know that some cities/areas are really cold and others are really hot. Students should be able to compare two places.
Knowledge of students background (personal, cultural, or community assets)	This knowledge will and can depend on where the student grew up or has seen.

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 Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Bar Graph Compare Temperature Measuring Average
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Materials

Materials needed by teacher for this lesson.	Excel spreadsheet of temperatures printed out
Materials needed by students for this lesson.	Blank chart worksheet, iPad with their group's city for one week pulled up on the internet, internet, 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 mins	<u>Introduction:</u>	Ask students if they know a difference between Antarctica and the Sahara Desert. Explain that these places have very different temperatures. One place is cold while the other is hot.
25 mins	<u>Instruction:</u>	Have the students divide into groups of 3-4. They are going to record high, low, and average temperatures for a specific city given to them. The students will get a group iPad with their city pulled up on the weather channel. Each student will have a blank chart that has spots for high, low, and average temperatures for Monday-Sunday. As a group they will look at the temperatures and fill in their chart with the temperatures. Once finished, I will pull up a new city on each iPad and the students will fill in a new chart with this information. The students will compare their city temperatures at the end and decide which one had the greatest temperatures.
	<u>Closure:</u>	Explain that there are places all over that have different temperatures.

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For students who are not good at working in a group, I can have them work alone or with me. I can work one on one with students who are having trouble reading the temperatures.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson includes the following strategies: Group work Audible (me teaching) Hands on: Getting to have the iPads and record the information on their chart.
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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 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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