Lesson Plan Template

Lesson Segment Focus Represent and Interpret Data   Lesson 1of_2___

Course & topic addressed Mathematics/Measurement and Data   Date_04-09-19___ Grade 1st Grade_

Student Outcomes

Specific learning objectives for this lesson.	Students will learn what organizing, representing, and interpreting data is. Students will learn how to look at bar graphs. Students will also learn how to look at a spreadsheet. Students may also learn about the different things that plants need in order to grow well.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will connect this lesson to their previous experience of what plants need in order to effectively grow. Students will also connect this lesson to the previous measurement and data mathematics lessons.
Knowledge of students background (personal, cultural, or community assets)	

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. • 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.

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 dictionaries readily available as well as the internet for educational purposes. I will also have a help from a science specialist during this lesson. I will try to accommodate everyone in this lesson but if need be, I will assign a different assignment. I can always reteach the lesson in a different way if the students do not understand it.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Plants, height, growth, total, average, sunlight, water, things that plants need in order to grow, spreadsheet, graph, bar graph, data, interpret, research, discover, seeds, pots, soil.**

Materials

Materials needed by teacher for **this lesson**.	The teacher will need to have the materials for the students already set up before they come into class each day. The teacher will need to have a spreadsheet already set up for the project.
Materials needed by students for **this lesson**.	The students will need: seeds, pots, soil.

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 minutes	**Introduction**: Students will be sitting in their desks listening while the teacher explains what data, graphs, and the project are.	The teacher will briefly explain what graphs and data are. The teacher then would show the students the materials for the plants. Then, she would show them the graph that they are going to be filling out throughout the week. The teacher would then put the students into 3 groups: those that will monitor the plant that only gets sunlight, those that will monitor the plant that only gets water, and those that will monitor the plant that gets sunlight and water.
30 minutes	**Instruction:** The teacher would be monitoring the students while they work in groups to plant the different types of plants.	The teacher will hand the materials to each group for planting the seeds and the initial watering. The students would then put their seeds into the pot and cover them with soil. Then they will water them because it is the initial planting day. The group that only gets sunlight will not water the plant again. The initial day will be 0 plant height. The students would then place the sunlight plant and the both plant in the sun on the second day. The plant that only receives water will be left in the dark for the remainder of the experiment period. The teacher will monitor the students as they do the measurements and water the plants every day. The students will report the measurements to the teacher each day.
15 minutes	**Closure:** The students would be sitting in their desks and the teacher would be at the board showing the students the results of their plant growth experiment.	After the 7 days, the teacher would show the students their results on the experiment. The results would be in a spreadsheet that he/she has made along with interactive graphs. The teacher will then ask the students questions such as "Why do you think the sunlight and water plant did better than the only sunlight and only water plants?" and "How much more did the sunlight and water plant grow than the sunlight only plant?". The students would answer the teacher's questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might ask the special education teacher how to teach certain students this lesson. If some students are unable to comprehend or participate in this lesson, I could ask my colleagues, the student's parents, a special education teacher, or some other helpful person what to do. I could color code things different so that the colors are more vibrant and the charts and data are easier to comprehend.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**I could ask people for help. I could work one-on-one with students. I could place students in groups. I could create a powerpoint over the topic. I could also create worksheets for the students to do along with me while I teach the lesson.**

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).	☐ **Formative** /☐ Summative	The teacher will have the students analyze the data and answer his/her questions about the graphs, table, and data.
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.