

Lesson Plan Template

Lesson Segment Focus Represent and Interpret Data

Lesson 2 of 2

Course & topic addressed Mathematics/Measurement and Data

Date 04-09-19

Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to organize, represent, and interpret data by the use of graphs and tables. Students will learn how to insert data into a Google Sheet.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will relate this lesson to the previous lesson when they learned how to read graphs and data. Students will relate what they know from a previous science lesson about recycling and how it helps the environment. They should also have already seen the powerpoint on recycling.
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.
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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?	I could circulate around the room to ensure that all students understand the project. I could answer questions from students as well as parents. I could send home a newsletter about the project to the parents so that they know what is going on. I could post on my website about the project. I could allow
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What will you do to provide varying supports for students at different levels of academic language development?	them to play with Google Sheets for a few minutes. I will sit down with the struggling students one-on-one and discuss the project with them. I will also contact their parents specifically to let them know what is going on.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recycling, recyclables, Google Sheets, data, interpret, organize, represent, bar graph, table.
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Materials

Materials needed by teacher for this lesson .	The teacher will need to make the Google Sheet for the students to insert their data into. The teacher will also need a scale to weigh the recyclables. The teacher would also need to have a computer that has access to Google Sheets so that the students can input their data.
Materials needed by students for this lesson .	The students would need to collect recyclable items (plastic bottles, paper, cardboard, cartons, and cans). The students would need access to Google Sheets.

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.
10 minutes	Introduction: Students are sitting in their desks, teacher is standing at the board reviewing.	The teacher would review their lesson over recycling and then present the project to the kids. The teacher could do this using a powerpoint. The kids would have a full week to collect the recyclable materials.

<p>30 minutes</p>	<p><u>Instruction:</u> The kids would have gathered the materials by now. The teacher would have the Google Sheet set up for the students to input their data.</p>	<p>The students bring all of their recyclable materials to class that following week. The teacher weighs each type of recyclable that each student brings with a scale that measures in pounds. The students then must log on to the computer and input the weight of each type of recyclable that they had brought into the Google Sheet. The teacher would write every student's weights down and then check the Google Sheet after to ensure that the correct amounts were added and that all of the function, formulas, and graphs worked properly.</p>
<p>10 minutes</p>	<p><u>Closure:</u> The students will be sitting in their desks and the teacher will be at the board pointing to the different things as he/she asks the students questions.</p>	<p>The teacher will then ask questions to the student about the Google Sheet that they had made and the graphs that go along with it. Some of the questions could be such as "Who recycled the most paper?", "How much more did Student A recycle than Student B?", "What other kinds of graphs could we use to show this data?", and "What other kinds of things can you make graphs about?".</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I could have a meeting with parents about the project. I could talk to the special education teacher about what to do for these students. I could ask the student what they believe they should do.</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 might include the students with ADHD in helping me to weigh things. I also might have a student record the data manually for me on a piece of paper. I could present a powerpoint. I could allow the children to play with the Google Sheets to see how it functions.</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>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I would ask the students questions about the Google Sheet that we make together as a class.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Identify theories or research that supports the approach you used.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></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://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.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)

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[https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;](https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx)

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