

Lesson Plan

Learning Segment Focus Measuring and Graphing Plant Growth Lesson 1 of 4

Course & topic addressed Math and Science Date 11-1-2020 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	-Students will learn to measure in centimeters -Students will learn to input data in excel -Students will learn to read and compare charts
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This task is appropriate because we have been learning about plants in science and charts in math.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Learning tasks are appropriate because some students who have grown up in farming communities will be able to help those who have not been exposed to horticulture.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes AR.Math.Content.2.MD.D.10 • Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Graph Measurement Centimeter Comparison Greater than Less than
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	The objectives in this lesson plan will be utilized by using excel program to graph and interpret data. Academic Language Supports will be word wall, vocabulary with definitions. It will give students a chance to refer to their vocabulary list.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Laptop, excel, word wall, writing materials, smartboard, books, measuring sticks, plants, miracle grow, dirt, water, pots, jello
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Laptop, vocabulary, text book, excel, measuring stick, writing materials

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15	<p>Introduction:</p> <ul style="list-style-type: none"> -<u>reviewing graphs</u> -<u>excel review</u> 	I will review prior knowledge of graphs and show the students how to put their data into excel by using the smartboard
30	<p>Instruction:</p> <ul style="list-style-type: none"> -playing with excel Answering questions about excel -measuring plants and putting data into excel 	I will help the students to learn more about excel and once they feel comfortable we will move on to measuring the plants. We will record our data for each students plant and put it into excel
	<p>Closure:</p> <ul style="list-style-type: none"> -discuss which plants we think will grow the most -Exit slip regarding excel and graphs 	We will discuss as a class what we think the outcome will be for the plants. Assessment exit slip

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i>	.label plants, partner into groups, give vocabulary list
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(All students who have plans mandated by federal and state law.)	
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	Provide a tutorial on excel, show a video on how to measure plants
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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 checked="" type="checkbox"/> Summative	Review lesson
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Measure plants
	<input checked="" type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Exit slip, class discussion

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.	Actively collecting data will make this lesson fun and interactive
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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>;
<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>;
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