

Name: Molly James

Lesson Plan Template

Lesson Segment Focus: Canned Food Data Lesson 1 of 1

Course & topic addressed Math: Represent and Interpret Data Date 4-1-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Represent and Interpret Data and make graphs over the data gathered from the canned food drive.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This can be related to our lesson with the cans when we put a certain amount of each type of can in each box for our community.
Knowledge of students background (personal, cultural, or community assets)	The knowledge of student's backgrounds that this lesson focuses on is the community assets in terms of the people we are helping with the canned food drive that are around where my students live.

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.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
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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?	The planned instructional supports that I will use to assist students to understand key academic language are visual prompts such as premade examples of several graphs such as a bar graph. I can make my own bar graph to show my students so that they can develop and express their content learning. I can teach the students about the x and y variables as well while I am showing them this. For the students at different levels of academic language development, I will individually help them one on one if they do not understand at the round table in the back of my classroom.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Bar graph, graph, X-axis, Y-axis.
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Materials

Materials needed by teacher for this lesson.	Spreadsheet, paper, pen, projector, computer, handouts for students, data.
Materials needed by students for this lesson.	Worksheet, pencil, data

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 min	Introduction: I will talk to my students about our canned food drive and how many cans we raised.	I will be asking the classroom if they know what data is and I will be calling on the students who raise their hand if they know the answer. We will talk about the number of cans we raised in this event and how many of each kind of food.
20-30 min	Instruction: The data will be explained to the classroom. The students will then make a bar graph of the data.	I will then explain what data is to the classroom and how we use graphs to interpret data. My students will then make a bar graph comparing how many cans total we raised and then another one that compares how many carrots, peas, and corn we raised in our class as well as third grade total. They will then interpret the data to see how many cans we raised. Depending on what we have learned I might have my students make another graph based on the average of the number of cans we raised daily. I will let them color their graphs so they can make them fun and unique.
5 min	Closure: I will ask my students what other type of data can be formed into a bar graph to make a visual representation of data.	I will insure that my students understand the lesson by asking them questions and asking them to raise their hand for me to call on them. If they still do not understand, I will call them back to my desk and work with them one on one.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504?	I will modify instruction for remediation to ensure that the data that I use are whole numbers and easy for the students to map onto a bar graph. I will modify instruction for intervention by ensuring there is enough time in the instructional part of the lesson for me to go around the classroom and help students individually that are struggling to form their bar graphs. IEP/504 can be modified by me giving them a paper copy of the data.
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LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would provide a variety of instructional methods/strategies including one on one help for the students, whole group work and instruction, partner work, and visual learning from t being on my screen for the class.
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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>; <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/Resource11a.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>