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Lesson Plan Template

Learning Segment Focus Mathematics-Creating Graphs

Lesson 1 of 1 Topic: Surveys and Creating Graphs Date: 04/18/2021 Grade: First Grade

Student Outcomes

Specific learning **objectives** for this lesson.	Students will create bar graphs from data. Students will read and interpret bar graphs related to surveys. Students will successfully create and conduct a class survey. Students will gather results and insert them into a spreadsheet template.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have already worked with bar graphs and related surveys given to them. They have gone over surveys and looked at graphs that were created from a survey and reviewed them. Students have been given the created graph and read the information, but not created the graph and information themselves.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Learning tasks are appropriate for maintaining proper social behavior. Students will learn how to behave in a setting that they have to wait the turn. Students will learn how to create surveys. Students will learn

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.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.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	• **Survey** • **Bar graph** • **Whole** • **Part**

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)?**	Students will create bar graphs by gathering data and inserting it into a spreadsheet template. They will also draw the bar graph on paper that is related to the data. Students will read and interpret bar graphs after conducting the survey and inserting it into the spreadsheet. Students will create and conduct a class survey by being given an example, creating their own, and surveying the class. Students will gather results and insert them into a spreadsheet template by organizing their data and inserting the numbers. I will make sure they know all of the vocabulary words before asking them to do anything. I will also walk them through the process with examples for each piece.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	• Computer • Overhead projector • iPad • SurveyDoc app • Excel template
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	• iPad • laptop • Excel template • SurveyDoc app • Pencil, markers, crayons, etc • Colored paper

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 minutes	**Introduction**: • **Showing all examples** • **Excel template**	I will be going over all of the vocabulary with the students and asking them to discuss what each work means. We will also go over the entire lesson and talk about how they will create their own survey, give the survey to the class, put the data into an Excel template, and draw the bar graph(s) that go along with it. The students will come up with different things they could survey on (favorite color, pizza topping, food, animal, etc.). They can do one question or up to three. Each question will have its own bar graph that goes along with it. The students will look at the example of SurveyDoc and go over how to create the survey. They will be working in groups of three with one iPad to survey the class.
30 minutes	**Instruction:** • Creating survey • Conducting survey • Inserting data • Creating bar graph	Students will be working with their group of three to create a survey and conduct it with the class. They will then insert the data into the Excel template that they were given. After they complete the template, they will each draw their own copy of the bar graph that was created with the template when they inserted the data. I will be going around the classroom and helping groups where they need it. I will guide them along the process through all of the steps. I will give them timing ques on when they need to be moving to the next part of the process.

10 minutes	**Closure:** • discussion	The students will show their different bar graphs to the class and talk about what they survey is about. We will discuss what they learned from the lesson and how they can use bar graphs in the future.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**This lesson uses the app SurveyDoc and Excel. The use of this technology allows the students to create a survey and send it out to their peers without having to go around the class and manually record the results. Excel allows them to organize the data into a table and create bar graphs automatically from a template. Using these technologies allows the students to focus on the actual graph rather than spending most of the time going around and surveying each other. It allows them to learn how to use an app that surveys and use an Excel template to create perfect graphs to go by for their own graph. Creating a template for the students to use allows them to easily insert data without having to work out the specifics of Excel. SurveyDoc is a super easy way for the students to conduct surveys.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	This unit is very inclusive to just about every student. With everything being performed in a group, students are not going to have to do anything on their own. To modify this lesson for remediation, I would place those students with ones who excel in the specific area. I would talk slowly and go over the lesson multiple times. To modify this lesson for intervention, I would do the same as for remediation. I would also check in with these students and I would place those students with ones who excel in the specific area. I would talk slowly and go over the lesson multiple times. To modify this lesson for IEP or 504, it would also be like that of remediation. I

	would meet with all these students at a different time to ensure that they are understanding what the lesson is about. Most will not speak up if they are not keeping up, so I will check in with all students to ensure they are all where we need to be. To modify this lesson for LEP and ESL, I would ensure that I am speaking clearly and ensure that I am really highlighting the meaning of new vocabulary that is introduced.

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.)	There are lots of contextualized materials throughout the lesson. The students will not have to do anything without first seeing an example of what it should look like. Explicit instruction will be used through modeling everything to the students before asking them to do it.

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	Discussion about vocabulary words and how to read bar graphs.
	Formative	Creating a survey and conducting it.
	Summative	Drawing a bar graph from the survey.

Research/Theory

Explain **connections to theories and/or researc**h (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.**	Kim Greene M.A. says that explicit instruction "makes higher-order thinking and inquiry-based learning easier." "Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006)."

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.

*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; 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