

Lesson Plan Template

Lesson Segment Focus: Economy and graphs

Lesson 1 of 1

Course & topic addressed: Math & graphs

Date: 10/8/18 Grade: 3

Student Outcomes

Specific learning objectives for this lesson.	Specific learning objectives for this lesson include students learning about the different costs of the same items at three different grocery stores. They will then produce two bar graphs from the data that is collected.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The prior knowledge of students that this builds upon is the connection of U.S. currency and that students know that items in stores cost money and not everything costs the same at different stores.
Knowledge of students' background (personal, cultural, or community assets)	The knowledge of students' background that this lesson focuses on is the community assets in terms of the stores that are around where they 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.
--	--

Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>The planned instructional supports that I will use to assist students to understand key academic language are visual prompts such as premade examples of what a bar graph looks like and I will also make my own bar graph in order that my students can express and develop their content learning. As I am making my own bar graph I will explain to students about the x and y axis as well as independent and dependent variables. For students at different levels of academic language development I will individually help them one-on-one at their desk if they do not understand a specific word.</p>
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	X-axis, Y-axis, independent variable, and dependent variable
---	---

Materials

Materials needed by teacher for this lesson.	Computer, overhead projector, spreadsheets, paper, pen, document reader, economic data
Materials needed by students for this lesson.	Paper, pencil, economic 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 begin by asking my students if they have ever been to the grocery store and if they pay attention to the prices of different items.	As the teacher I will be asking the introduction questions and calling on students that raise their hand to share their answer. The students will be raising their hand if they want to share an answer to the questions I have just asked. This will open discussion for the content in the lesson that will be addressed such as how to compare economic data using graphs.
20 min	Instruction: Economic data will be explained, and students will make a bar graph out of the data.	I will be presenting the economic data that I have gathered from three different grocery stores in the area of the community. I will show students that items are not the same price at each of the three stores. The students will then make a bar graph comparing the total prices of the different items from the three different stores. They will interpret the data for which store is the most expensive to shop at and which store is the least expensive. Students will then make another bar graph representing the average price of each item for the three stores. They will also interpret this data and compare the three stores for which is the least expensive and which is the most expensive.
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 numerical data.	I will be asking my students the closure question and calling on the students that raise their hand to answer the question. The students will be raising their hand to answer the question and I will use their answers as a type of informal assessment to ensure they have learned that numerical data can be used to create a bar graph.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would modify instruction for remediation to ensure that the economic data numbers that I use are whole numbers and easy for the students to map onto a bar graph. I would modify instruction for intervention by ensuring there is enough time in the instruction part of the lesson for me to walk around the classroom and help students individually that are struggling to form their bar graphs. I would modify instruction for IEP/504 by giving them a paper copy of the economic data so they have it right in front of them and do not get distracted by having to look between their paper and the data that is on the board from my computer.
--	--

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 individual help, whole group informal assessment, whole group instruction, guided observational learning, and community-based data to ensure all students needs are met.
--	---

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.	
--	--

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>
---	---------------------------------------

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>