

Name Ryan Adams

Lesson Plan

Learning Segment Focus Population Sampling Lesson 2 of 4

Course & topic addressed Math: Statistics and Probability Date 4/15/2020 Grade 7

Student Outcomes

Specific learning objectives for this lesson.	Using a Google Sheet, students will use data from a sampling of classmates to make an inference about how many students read because they want to.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students should have an understanding of probability from earlier grades.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will have a better understanding of their classmates after the lesson.

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.7.SP.A.2 Use data from a random sample to draw inferences about a population with a specific characteristic
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Population Sample
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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)?	Students will be using data to make an inference about their classmates. The lesson will be designed in a way that students will be able to make an inference without having to think about the word "inference." All the students will need to do is simply fill out the spreadsheet.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Google Sheets link, data collected from student sampling
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, Google Sheets link, data collected from student sampling

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)
5 minutes	<u>Introduction:</u> Introduce students to task	I will introduce students to the task by telling them that a random group of 200 students from the school has been asked if they liked to read for fun.
10 minutes	<u>Instruction:</u> - Students will enter data in the Google Sheet - Students will make a pie chart indicating which students like to read and which do not.	Students will be given the answers from each student in a yes or no format. Students will then compile this data into a Google Sheet. After entering the data, students will generate a pie chart that visually represents the data.
10 minutes	<u>Closure:</u> Students will determine which students like to read	Using the data, students will be able to make an inference as to how much of the student body enjoys reading.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	Those who need help can have the data read to them.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,	Those who need help can pair up with a stronger partner.
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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.)	
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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).	☒ Formative / ☐ Summative	Google Sheet results
	☐ Formative / ☐ Summative	
	☐ Formative / ☐ Summative	

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 .	This is supported by the constructivist learning theory.
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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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