

Name: Reagan Donald

Lesson Plan Template

Lesson Segment Focus: Graphing

Lesson 8 of 14

Course & topic addressed: Drawing and answering questions related to graphs

Date: 11/4/19 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to draw a graph and solve one- and two-step "how many more" and "how many less" problems using information presented in their drawn bar graphs.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to read a graph and be able to answer questions related to graphs presented to them. The previous lesson should give them a better understanding of how to do this.
Knowledge of students background (personal, cultural, or community assets)	The students have very high math skills and are already able to read graphs and interpret them.

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 (e.g., Draw a bar graph in which each square in the bar graph might represent 5 pets) Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs
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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?	We will go over the specific type of graphs we will be discussing (bar graph) and the aspects of it since we will be drawing our own.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Graph, bar graph, survey
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Materials

Materials needed by teacher for this lesson.	Smartboard, Google Sheets, Survey
Materials needed by students for this lesson.	Pencil, Paper

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.
15 mins	<u>Introduction:</u>	TTW read the objective and have the students repeat it. She will mention the previous days lesson and tell the students they will be completing their own survey today. She will hand out a chart where the students will be able to document each student's favorite book that they have read as a class so far.
30 mins	<u>Instruction:</u>	TSW go around the room gathering the data they need for the chart. TTW also go around collecting data. TSW put their data into a premade chart and then draw a graph to match the data. After all students are finished, TTW go to Google Sheets and fill out the table with the help of the students. They will construct a graph in Google Sheets and see if everyone's homemade graphs match. TTW then ask "how many more" and "how many less" questions pertaining to the graph.
15 mins	<u>Closure:</u>	TTW ask the students what they have done today (collected data and constructed a graph). TTW tell the students they have done a great job with this lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – work one-on-one to see where mistakes are happening Intervention – monitor closely and clarify and provide feedback IEP/504 – More time to complete the assignment LEP/ESL – working in a group
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Give detailed instruction. Have students restate objectives. Ask questions to direct student learning.
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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/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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