

# Lesson Plan Template

Lesson Segment Focus: Graphing

Lesson 7 of 14

Course &amp; topic addressed: Answering questions related to graphs

Date: 11/4/19 Grade: 3<sup>rd</sup>

## Student Outcomes

Specific learning objectives for this lesson.	The students will be able to solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled 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.
Knowledge of students background (personal, cultural, or community assets)	The students have very high math skills.

## 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.	<p>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)</p> <p>Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs</p>
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## 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>	We will go over the specific type of graphs we will be discussing (bar graph).
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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, Excel, Survey from 4 classes
Materials needed by students for this lesson.	Pencil, Paper, Copy of graphs

### 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 survey that the students completed on a previous day. TTW pass out a copy of the graphs that correspond with the survey and pull up the spreadsheet on the smartboard.
30 mins	<u>Instruction:</u>	TTW tell the students to look at the first graph and point out some things they notice, such as which bar is the highest, which is the lowest, and the x and y axis titles. TSW answer. TTW do the same for the second and third graphs. TTW instruct the students to refer back to the first graph. The teacher and students will work together to answer “how many more” and “how many less” problems in order to get the students used to answering these types of questions. After completing the first graph, TTW divide the students into groups to work on the next graph. She will hand out the questions that will go with the graph. TTW scaffold as needed.

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	<b>Closure:</b>	TSW complete the worksheet as a group. When everyone is finished, TTW go through the questions where each group gets to answer at least one of the questions. TTW ask the students what they have done today (work with graphs to answer “how many more” and “how many less”). TTW tell the students they have done a great job and they will work on the last graph tomorrow.

#### 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>; <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>