Lesson Plan Template (edTPA)

Teacher Candida	ate:	Rachel Holt			
Subject Area: _	Math_				
Central Focus:		_Using Tally Cha	rts to Count and Co	ompare	
# of students:			Class period:	Time:	
Date:		12/10/2020	Grade level:	First	

State Academic Content Standards

List the state academic content standards	AR.Math.Content.1.MD.C.6: Organize, represent, and interpret data with up to	
with which this lesson is aligned.	three categories, using tally tables, picture graphs and bar graphs.	
Include abbreviation, number & text of	Ask and answer questions about the total number represented, how many in each	
the standard(s).	category, and how many more or less are in one category than in another	

Student Objectives for Outcomes

Specific learning objectives for this lesson.	Students will be able to organize data into tally charts and be able to interpret them. Students will adequately answer questions about charts by comparing them to each
	other.
Describe the connection to previous	Students will have learned how to read a tally chart and how to properly create one.
lessons.	
Knowledge of students' background (personal, cultural, linguistic, or	Knowing how to read and interpret charts is a valuable skill that the students will use in future grades and in general.
community assets)	

Materials

Materials needed by teacher for this lesson . (such as books, writing	Computer Projector
materials, computers, models, colored paper, etc.)	Video: <u>Up On The Housetop</u>
Materials needed by students for this	Paper
lesson. (computers, journals, textbook,	Pencil
etc.)	

Key Vocabulary

What vocabulary terms/content specific	Tally Chart		
terminology must be addressed for	Tally Mark		
students to master the content? Include at	Repeat		
least one language function and at least			
one discourse/syntax.			

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? (word wall, graphics for key	
terms, cloze passage, etc.)	
What will you do to provide varying	
supports for students at different levels of	

academic language development?	
(context, peer support, etc.)	

Lesson Timeline with Instructional Strategies & Learning Tasks (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 Minutes	Introduction: Teacher will prepare the video to be displayed on the screen. Students will get paper and pencil ready and will turn on their listening ears.	Teacher- "Today, boys and girls, we will be listening to the song Up On The Housetop! We will use what we have learned about tally charts in this activity. In order to do this activity, you must have your listening ears on. There are four words that are repeated throughout the song. (ask students what 'repeat' means) You will write these words down and make tally marks for each time you hear that word. When the song is over, we will count up our tally marks and compare them. The four words are housetop , reindeer , Santa/Saint Nick , and ho ho ."
20 Minutes	Instruction: Teacher and students will write down the four repeated words, so they know what words to listen for.	Teacher- write the four repeated words on the board so that the students know which words to listen for. Students- write four repeated words on paper (make sure they are spaced out, so they have enough room to make the tally marks)
	Teacher will play the video and the students will begin to make their tally charts for the repeated words.	Teacher- "Make sure you are paying attention and listening for the words!" Begin to play the video (teacher should make tally charts as well). Students- listen carefully for the four words. Each time they hear one of the words they should make a tally mark beside that particular word.
	Teacher and students will discuss and compare their tally charts.	Once the song is over, teacher and students will discuss their tally charts and how many marks they have for each word. Housetop- 4 marks Reindeer- 2 marks Santa/Saint Nick- 6 marks Ho Ho Ho- 6 marks
	Teacher will ask students review questions about the activity. Students will discuss and answer together.	 Teacher- ask students the following questions about their charts: Q: Which two words were repeated the same number of times? A: Santa/Saint Nick and Ho Ho Ho Q: Which word was repeated the least? A: Reindeer Q: Which word was one short of receiving a diagonal mark? A: Housetop
		Students- answer the questions together
		Teacher- "Great job class! I hope you enjoyed this fun activity using a Christmas song." *if desired, teacher could play the song again just for the students to sing and dance along*
	<u>Closure:</u>	Students will have practiced their listening skills as well as making and interpreting tally charts.

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.

Accommodations/Modifications

How might I modify instruction for:	
Remediation?	
Intervention?	
IEP/504?	
LEP/ESL?	
Gifted Students?	
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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?		

Assessments: Formative and/or Summative

Describe the tools/procedures that will be	\Box Formative / \Box Summative	This lesson allows the teacher to monitor
used in this lesson to monitor students'		student learning and provide feedback to the
learning of the lesson objective/s (include		students throughout the activity.
type of assessment & what is assessed).	\Box Formative / \Box Summative	Students are able to improve and evaluate
		what they know/have learned.
	\Box Formative / \Box Summative	

Research/Theory

Identify theories or research that supports	
the approach you used (as well as experts in	
the field or national organization positions)	

Lesson Reflection/Evaluation

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	What went well?	TO BE FILLED IN AFTER TEACHING	
	What changes should be made?		
	How will I use assessment data for next		

steps?

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activity students will be using as part of your lesson

 $\label{eq:sources:https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; \\ \https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx \\ \end{tabular}$