

# Lesson Plan Template

Lesson Segment Focus: Creating a Bar Graph and Interpreting Data

Lesson 3 of 5

Course & topic addressed: Data and Bar Graphs  
2019 Grade 3

Date 10.24.

### Student Outcomes

|   |  |
|---|--|
| Specific learning objectives for this lesson.   | Students will be able to input data into a table on an Excel spreadsheet and then use the chart and graphs provided to answer questions and draw conclusions |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have previously learned what a bar graph is and how to read one, they have also learned how to read a chart of data                                 |
| Knowledge of students background (personal, cultural, or community assets)                  |  |

### 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. | <b>AR.Math.Content.3.MD.B.3</b> |
|--|---------------------------------|

### Academic Language Support

|   |  |
|---|--|
| <p>What planned instructional support 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 support for students at different levels of academic language development?</p> | <p>students will be reminded of how to read and interpret data within a chart and a bar graph</p> <p>I will also provide support by walking around the classroom and assisting students as needed if they do not understand something that they are being expected to do</p> |
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### Key Vocabulary

|   |  |
|---|--|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | <b>bar graph, chart, draw conclusions, interpret</b> |
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### Materials

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| Materials needed by teacher for <b>this lesson.</b>  | blank spreadsheets for each student, worksheets, |
| Materials needed by students for <b>this lesson.</b> | computer, pencil                                 |

### Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

| Time of Time | Eng & Learning Activities   | What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.  |
|--------------|-----------------------------|--|
| 5 minutes    | <b><u>Introduction:</u></b> | I will begin by reviewing how to read a bar graph and a chart of data. Then I will verbally address the directions on the worksheet and explain how to input numbers into excel. |
| 25 minutes   | <b><u>Instruction:</u></b>  | Then I will pass out the worksheet and tell the students to begin filling out their spreadsheet and answering the questions on the worksheet while I walk around and assist.     |

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|-----------|-----------------|---|
|           |                 |   |
| 5 minutes | <b>Closure:</b> | I will ask students to tell me what they saw occurring as they started to input data and then ask them to share with me some of the conclusions that they drew about the information. |

**Accommodations/Modifications**

|  |   |
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| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | .(try) IEP/504 : sit close to the teacher for redirection<br>work with a partner or teacher on the worksheet and then use voice to text on laptop for filling out spreadsheet.<br>Elimination of some questions to aid in the completion of the assignment<br>LEP/ESL : Offer instructions in spanish, print worksheet in spanish along with English and provide extra time for working since they have to translate information to understand the english. |
|--|---|

**Differentiation:**

|  |   |
|--|---|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try)Verbal directions will be provided as well as verbal review, Visual students will have their needs met through seeing the graphs grow and watching how they change and through watching me demonstrate how to input numbers into excel, kinesthetic learners will have their needs met through putting the numbers into excel themselves and controlling how the graph grows |
|--|---|

**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?<br>What changes should be made?<br>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 textbooks, 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.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)  
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