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## Lesson Plan Template

Lesson Segment Focus Interpreting Data Through multiplication and and the reading of a table and graph Lesson 3 of 15

Course & topic addressed Multiplication, interpreting data and probability

Date 10/28/19 Grade 3

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to fill in a table of data in an excel spreadsheet, use multiplication to draw conclusions
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned how to use a google spreadsheet, how to read a chart, and how to read a bar graph, and how to multiply
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.OA.A.1</b> <b>AR.Math.Content.3.OA.C.7</b> <b>AR.Math.Content.3.MD.B.3</b>
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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?	Review of topics like multiplication, and how to read a chart and graph
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>multiply, product, data, bar graph, chart</b>
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### Materials

Materials needed by teacher for this lesson.	worksheets, skittles, spreadsheets
Materials needed by students for this lesson.	pencil

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

t of Time	ng & Learning Activities	e what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	I will begin with reviewing how to multiply and how to read a chart and bar graph.
	<b><u>Instruction:</u></b>	Then I will pass out the worksheet and make sure that each student is logged on to their google account and has the google spreadsheet open. Students will then work on the spreadsheet and the worksheet while I walk around and assist.
	<b><u>Closure:</u></b>	When students have completed their assignment we will discuss their answers as a class.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>IEP/504 : ADHD: sit close to the teacher for redirection</p> <p>Dyslexia: work with a partner or teacher on the worksheet and then use voice to text on laptop for looking up the calories. Elimination of some questions to aid in the completion of the assignment</p> <p>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.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>verbal instruction will be provided through review and the reading of directions. Visual learning is satisfied through demonstration of how to fill the data into the chart and review before the assignment begins. Tactile and Kinesthetic learners are satisfied through physically adding the data to the chart and doing calculations.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment &amp; what is assessed).</p>	<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>