Name: Sarah Young

Lesson Plan Template

Lesson Segment Focus: Representing and interpreting data   **Lesson 1 of 3**

Course & topic addressed: Graphs   **Date 10.24. 2019 Grade 3**

Student Outcomes

Specific learning objectives for this lesson.	For students to better interpret data and be able to correctly draw a graph.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	students should have a previous connection on what a graph and graph looks like.
Knowledge of students background (personal, cultural, or community assets)	This knowledge will and can depend on where the student grew up or has been.

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 to represent a data set with several categories.** **solve one and two step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled Bar graphs**

Academic Language Support

What planned instructional support 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 support for students at different levels of academic language development?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Graph** **Chart**

	interpret **scaled graph** **pictograph**

Materials

Materials needed by teacher for **this lesson**.	teacher will need the use of a computer or ipad (access the google s sheet) M&M packets (to pass out)
Materials needed by students for **this lesson**.	Students will need paper provided by teacher with the chart, M&M candy packets (provided) and a paper and pencil.

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

t of Time	ng & Learning Activities	be what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	**Introduction**:	The teacher will start class by assessing basic background knowledge (asking the students what they know about charts and graphs)
25 minutes	**Instruction:**	The teacher will start the lesson by explaining the assignment. students will take out their M&M candy and sort them by color. The teacher will pass out the blank charts for the students to fill out. students will start by finding their name and fill out their own part. the teacher will have access to the digital one where she can put it on the projector screen for the class to see. after each student has filled out the chart individually, the teacher will fill it out with the class. the teacher will be able to do the calculations through the google sheets. afterwards she will give the class time on their own paper to begin to create a graph.

5 minutes	**Closure:**	After all of the students have created their version of a chart or graph the teacher will pull up a chart that is completed, so the class can check their chart and view a correctly done chart.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

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

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