Name: Taylor Crane

Lesson Plan Template

Learning Segment Focus Cell phone use tracked hourly by weeks, Math

Lesson 1 **of** 2 **Topic** Cell phone use of students weekly, by the hours **Date** 8/27/21 **Grade** 8th

Student Outcomes

Specific learning **objectives** for this lesson.	Students will compare and determine weekly cell phone use amongst their classmates. The learner will describe how each students' daily cell phone use differs from the next. Students will be able to find the average of their personal cell phone use for three months of collected data.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students prior academic learning is important even when the content doesn't pertain to this certain class. But having the background knowledge of cell phones, the internet, data usage, mathematics, average, and mean will help them understand the point of the lesson plan. So, any prior academic knowledge matters when it comes to this class.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	This is a crucial part of the lesson plan, since some students may not have cellphones. The data plan and parental consent will vary from each student since this affects how much they can be on their phones. Some students might just have a flip phone while others have an iPhone. Some might only be allowed to call from theirs while others can text. This information will be pulled from their personal background.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.8.F.A.1 • Understand that a function is a rule that assigns to each input exactly one output • The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. AR.Math.Content.8.F.A.2 Compare properties (e.g., y-intercept/initial value, slope/rate of change) of two functions each represented in a different way (e.g., algebraically, graphically, numerically in tables, or by verbal descriptions) For example: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. AR.Math.Content.8.F.A.3 Identify the unique characteristics of functions (e.g., linear, quadratic, and exponential) by comparing their graphs, equations, and input/output tables

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Mean, average, function, graph, pairs, table, data

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Word wall Class discussion Peer partner Graphic

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, cell phone, excel
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer, cell phone, excel

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	**Teaching & Learning Activities (This should be a BULLETED LIST)**	**Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)**
	Introduction: **Focus Activity**	 https://youtu.be/B1HEzNTGeZ4
	Instruction: **Stating the objective** **Providing the purpose** **Presenting Information** **Guided Practice**	 Students will be using their cell phone data to look at how much hourly usage they have done every week for the span of three months. The purpose of this experiment and lesson is for students to see how much time they are spending on their phones and how to use mean and average to figure this out. First, students will collect the data from their cell phone usage onto a blank sheet of paper. They will collect data from each day of the week for three months. This will then be put into an excel sheet with each of their classmates corresponding information. On a collaborative excel worksheet, students will insert their cell phone usage data for each week o the correct month. Then, each student will get the chance to find their average weekly by calculating it on paper first showing their work then inserting it as

	Independent Practice	a function on the excel table. This will go on until the excel pages are finished. Students will work individually on the comparison part of the excel sheet and calculate each students three months total average.
	<u>Closure:</u>	The students will get into groups of 4 and discuss their cell phone usage and what they could change and what they could put in place of it.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**The technology we will be using in the lesson is an Excel spreadsheet. This aligns with my lesson since we are learning math and spreadsheets involves formulas and functions. Each student will get a brief description and visual on how to work Excel.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Flashcards in word wall, independent practice, graphic of lesson, virtual word wall, language objectives

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?** (All students who are not on specific plans mandated by federal and state law.)	Explicit Instruction

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

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	

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 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