

Lesson Plan Template

Lesson Segment Focus: Time/ Represent and Interpret Data Lesson _____ of _____

Course & topic addressed: Math **Date: October 29, 2018** **Grade: Second**

Student Outcomes

Specific learning objectives for this lesson.	By the end of the lesson, the students will be able to identify the time on the clock and determine the number of hours in a day. After they have mastered this skill, they can calculate the time from one day until the next using mental math strategies.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will already have the knowledge of days in a week, month, and year. With this lesson, they will transition to seconds, minutes, and hours. They will also be asked to create a graph from the day's total number of students that dressed up. With this data, they will already know how to construct a bar graph, they will learn to make a line plot and compare.
Knowledge of students background (personal, cultural, or community assets)	There will be a calendar countdown that has a different category for each day until the end of the school year. The students will be able to bring their own ideas for each day and reflect on others.

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.	<p>AR.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>AR.Math.Content.2.MD.D.9 • Generate data by measuring the same attribute of similar objects to the nearest whole unit</p> <ul style="list-style-type: none"> • Display the measurement data by making a line plot, where the horizontal scale is marked off in whole- number units • Make a line plot, where the horizontal scale is marked off in whole-number units, to compare precision of measurements
--	--

Academic Language Support

<p>What planned instructional supports 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 supports for students at different levels of academic language development?</p>	The students will and should already know all the academic language being presented in this lesson.
---	---

Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<ul style="list-style-type: none"> • Day (s) • Week • Year • Line Plot • Time • Hours
--	---

Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Calendar Marker (to mark the days off) Computer for Excel</p>
<p>Materials needed by students for this lesson.</p>	<p>Graph paper Pen eraser</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be 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.
<p>5 minutes</p>	<p><u>Introduction:</u> Introduce the calendar. Go through each day to check for clarification. Then discuss the ending project</p>	<p>During the introduction, I will introduce the calendar. Each day is a different theme so we will have a class discussion about each. The students will be allowed to share what they might wear to bring their own culture/unique twist to class. Then talk about the process we will do each day with the Excel Spreadsheet.</p>
<p>TBA</p>	<p><u>Instruction:</u> Tally votes</p>	<p>Each day will be different for this lesson. Each day, we will take the time to take a vote to see who has the best attire and enter this into the spreadsheet. Then, we will have a minilesson of how much time there is until the next day, such as hours and days. The students will be doing this using a mental strategy and will become better as the month progresses. There will be various ways taught as to how to calculate the amount of time from the time the lesson is being taught until the next day when we</p>

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.
		will be doing the same thing. To ensure the students have practice with calculating different times, the lesson will be held at different times each day as well. The students will be asked to find the time in seconds, then convert to minutes and then to hours.
N/A	<u>Closure:</u>	There isn't really a time to do a closure for this lesson until the end of the month. On the very last day, which will be the last day of school, the students will be able to present to their parents what they have done for the past month by showing pictures taken from class each day, worksheets, and the crafts they made from the in-class activities.

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>Each student has the opportunity to participate. There will be take home sheets to parents that encourage them to practice with their child on time. The activity will ask the parents to ask them what time it is and how much longer it will be until the next activity. When we will be entering in the data into the Excel spreadsheet, I will be there the entire time ensuring that the students are doing this correctly. Those that use a talker, have the ability to just enter in their data.</p>
---	--

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>On some days, we will either have a dress day or an in-class activity. This way, the students will not see this as just something for fun. The in-class activities are meant to allow the students that are hands-on learners to experiment. It also allows more time for instruction, such as gathering data from that day and then putting it into the Excel spreadsheet. All students will be allowed to contribute with the Excel spreadsheet Whether they would like to enter the data, be the reporter, or right the data on a piece of paper to transfer it to me. However, they will all have an iPad and will manually put in their data each day, if they dressed up or not, liked the activity and vote who has the best attire.</p>
---	---

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? What changes should be made? 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 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>