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Lesson Plan Template

Lesson Segment Focus: Canned Food Classroom Data

Lesson 1 of 1

Course & topic addressed: Mathematics: Measurement & Data

Date: 10/29/2019

Grade: 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	To organize, represent, and interpret data from the 1 st grade classroom can food drive.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have seen graphs prior to this lesson, from previous canned food drives. The student has worked with graphs in a smaller amount in Kindergarten.
Knowledge of students background (personal, cultural, or community assets)	The students are learning to help one another, and give back to the community. This teaches them to respect one another, and focuses on helping the needy.

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.1.MD.C.6- Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs, and bar graphs. Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.
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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?	For this lesson, the students will be provided a pre-made spreadsheet, that they can just fill in. This allows me to explain the parts of graphs, and how they work, and lets the students have an actual example right in front of them.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Bar Graph, Spreadsheet, X-Axis, Y-Axis
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Materials

Materials needed by teacher for this lesson.	Computer, Projector/SmartBoard, Spreadsheet Template, Data
Materials needed by students for this lesson.	Computer/iPad, Spreadsheet Template, Data

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.
5	<u>Introduction:</u>	At the beginning, we will talk about our final results for our can drive. We will see the numbers for each of the classes in the first grade. We will see that we won the pizza party! We will talk about the different results that we got, and what they mean.
	<u>Instruction:</u>	After discussing the results, the students will open the spreadsheet template that they have in their excel spreadsheet. The students will receive an individual set of data that they can look back on when working on their spreadsheet. I will have the same spreadsheet template pulled up on the smartboard. As a class, we will go through each part of the results, and enter the data together. The students will see how the averages and totals work. We will focus mainly on the number of cans in each class, but the specific kinds of cans that each class brought throughout the entire 3-week period. The students will be able to express their own creativity when I allow them to jazz their graph up how they would like.
	<u>Closure:</u>	After finishing the spreadsheet together in the class, I will finish the lesson by asking questions about the vocabulary words, and the data that we collected. I will allow time for the students to pair up, and talk about what they learned from the lesson.

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.

Accommodations/Modifications

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

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I have opportunities for teacher/student work while working with the students on the projector, and then students have an opportunity to work with a peer after the lesson is complete.
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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.	
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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>;
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