

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** Math | **TC Name:** Andrew Smithe | |
| **Grade Level:** 7 | **Date:** October 14th 2010 | |
| **Topic:** Pie Charts | **Time of Class:** 40 mins | |
| **AT Name:** Adam Pelton | **Room # / Location:** 207 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**:  |  | | --- | | – collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate  increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software); | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | The students will be able to calculate relevant information from collected statistical data.  The students will be able to make a pie chart by hand. | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**   * Students who finish early | * Students who finish early can work on their graphing assignment. | | **Behavioural/Social/Emotional Needs:**   * MB, CM, TP, QH, C are very chatty | * Keep them within close proximity so that they will be less likely to chat and also are easier to catch if they do. | | **Physical Needs:**   * None | * N/A | | **Diversity Needs:**   * None | * N/A | | | |

**3. Learning Environment**

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| Students will sit at their assigned seats to complete the lesson.  Students will be called upon one at a time to come add content to the smart board |

**4. The Overview (Agenda) for your lesson:**

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| Minds-on:  How to calculate a percentage  How to calculate the number of degrees represented by that percentage  How to draw a pie chart |

**5. Resources and Materials for your class** *(what must you bring to the class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, list those here)*

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| Laptop  Flash drive  How to make a pie chart smart presentation.  Protractors |

**6. Content, Teaching Strategies, for Lesson (***In this portion of the lesson plan, you will organize the content for your lesson, and teaching strategies for your lesson. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation.*** *Include approximate times for each portion and enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *10* | *Introduction* | * *A neat way to represent data* * *Easy to see ratios* |
| *20* | *Instruction* | * *Walk the students through calculating the percentage represented by each category on the smart board* * *Teach the students how to calculate the number of degrees this represents* * *Keep it as interactive as possible, have students provide input* * *Show them the steps needed to draw out a pie chart using the smart board’s protractor, compass and ruler tools* * *Have the students come up and add the standard graph components that we are trying to reinforce (ie Title, legend, labels, etc)* |
| *15* | *Application* | * *Have the students start their own pie chart to be used in their graphing assignments* |
| *5* | *Consolidation* | * *Walk around and see them starting their pie charts* |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *The students really liked the interactive smart board portion* | *They were anxious to participate* |  |
| *Keeping the pace was difficult at times with using the smartboard tools* | *It wasn’t working the way I had hoped* | *Keep using the smartboard to get used to it* |
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**b) Effectiveness as a Teacher:**

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| --- | --- | --- |
| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *I need to give more step-by-step instructions* | *Without being prompted one student didn’t take notes.* | *Try not to take anything as obvious/implied* |
| *I was a little nervous* | *My palms were sweaty and my heart rate elevated* | *Keep doing it, getting more and more comfortable* |
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