

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** Math | **TC Name:** Andrew Smithe | |
| **Grade Level:** 7 | **Date:** October 19th 2010 | |
| **Topic:** Graphing | **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 | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | The students will be able to identify misleading data  The students will know how to represent their data more accurately. | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment: (***State the issue)* | **Accommodation/Modification:** | | **Academic Needs:** *(what will you do with the students who finish early or who cannot finish or understand the lesson***?)**   * Students who finish early | * Students who finish early can continue to work on their graphing assignment. | | **Behavioural/Social/Emotional Needs:** *(Do you have students who are easily distracted, have short attention span, don’t participate or talk out constantly?)*   * 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** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving about how will you make sure it goes smoothly? Y****ou may wish to include a map/layout of the classroom on a separate sheet and reference it with modifications if lesson changes.***

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| Students will sit at their assigned seats to complete the lesson. |

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

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| Minds on  Misleading data  Graphing assignment |

**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  Page 204 in Math makes Sense  Minds on powerpoint |

**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* | * *Minds on:* * *Given 1 000 000$ each, with one condition, you must invest it in either company A or B for at least a year.* * *A has a steeper slop, but makes less increased profit, how many choose this one anyways?* * *Think pair share* |
| *5* | *Instruction* | * *Talk about misleading data* * *Discuss how the scales we choose can make the data presented seem misleading* * *Another important point is the upper and lower limits of the graph* * *Given a bar chart representing how much money various students raised 300, 310, 304, 307 which upper and lower limits might be more appropriate?* |
| *20* | *Application* | * *Discuss various ways data can seem misleading* * *It’s important to understand that data can not only be collected in a biased manner, but also presented with bias* * *Assign page 204 numbers 1, 2, 4* * *Start them off by doing 1 together as a class* |
| *5* | *Consolidation* | * *Quick poll of the class, are you comfortable with what misleading data is?*    + *Thumbs up for comfortable*   + *Sideways for iffy*   + *Down for not clear on the topic* |

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

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

*Include 2 or 3 lesson elements that were effective/ineffective. What went well, what could have gone better? How was the pacing of your lesson? Were your teaching strategies effective? Were all students engaged? Did the students accomplish your goal? Did your assessment strategies work?*

*What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *My hook really grabbed the student’s attention* | *They were intrigued and engaged* |  |
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**b) Effectiveness as a Teacher:**

*Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved. You could comment on your ability to manage the class, use higher order questions, your questioning technique and your ability to have the participation of all students. How effective was your oral and/or written communication? Were you able to adjust your lesson plan as required?*

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| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *The first time I did the lesson my hook didn’t go nearly as well as the next 2 times* | *I presented it more enthusiastically and with some humour the second and third time* | *Keep being enthusiastic, and include humour more often* |
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