

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** Math | **TC Name:** Andrew Smithe | |
| **Grade Level:** 7 | **Date:** October 15th 2010 | |
| **Topic:** Graphs | **Time of Class:** 80 mins | |
| **AT Name:** Adam Pelton | **Room # / Location:** 207 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**:  |  | | --- | | select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied, such as pictographs, horizontal or vertical bar graphs, stem-and-leaf plots, double bar graphs, broken-line graphs, and continuous line graphs); | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | The students will be able to tell when it’s appropriate to graph multiple sets of data on the same graph.  The students will be able to graph multiple sets of data on the same graph accurately. | | | |
| **2. Pre-assessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Pre-assessment: (***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 work on their graphing assignments. | | **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.  Students will come up to the smart board to contribute at various points during the lesson |

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

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| Minds-on: Graph comparison  More graphs  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  Minds-on powerpoint  Smart presentation with data  Comprehension printout (5) |

**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*** |
| *5* | *Introduction* | * *Minds-on activity* * *Given graphs a) and b) on rainfall over the last 2 years, how might you compare them?* * *Think pair share.* |
| *15* | *Instruction* | * *Show them how to plot multiple sets of data in a scatter plot* * *Show them how to plot multiple sets of data in a bar chart* * *Show them how to make a stacked bar graph.* * *Use the smart board presentation and have them come up to enforce the standard graph components again (title, axes titles, labels, etc)* |
| *15* | *Application* | * *Go through examples with the class based on the data in the smartnotes presentation on how to create:* * *Scatter plot graph with multiple data sets* * *Bar graph with multiple data sets* * *A stacked bar graph with multiple data sets.* |
| *5* | *Consolidation* | * *Ticket out the door – comprehension survey* * *Comfort level graphing each type of graph, smiley face for comfortable, horizontal line face for unsure and sad face for unclear* |

**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?** |
| *The first time my graph turned out messy* | *I looked at it* | *I added a grid in the background for the next time I taught it* |
| *The students liked to the opportunity to come write on the smart board* |  |  |
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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?** |
| *I rushed through the stacked bar chart a bit* | *I got a few sad faces in that section of my ticket out the door* | *I will push endings into a next lesson slot rather than rush, if possible* |
| *I made the class feel comfortable contributing, either orally or by coming up to the board* | *They participated avidly* |  |
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