KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

LESSON PLAN (UNIT)

Teacher Candidate: Taylor Seiders Date: February 24, 2015

Cooperating Teacher: Mrs. Erin Weaver Coop. Initials

Group Size: Whole Class Allotted Time 30 Minutes Grade Level First Grade

Subject or Topic: Stellaluna Unit Day 5: Collecting Data (Favorite Mammals)

Section 390-045

**STANDARD:**

**CC.2.4.1.A.4:** Represent and interpret data using tables/charts.

1. Performance Objectives (Learning Outcomes):
	1. Students will be able to explain data that was collected by the class using a table.
2. Instructional Materials
	1. Premade Graph Poster
	2. 3” x 3” pieces of white construction paper
	3. Crayons
	4. pencils
3. Subject Matter/Content (prerequisite skills, key vocabulary, big idea)
	1. Prerequisite Skills
		* Students can draw pictures of other animals
		* Students know one to one correspondence (how many pictures are on a paper).
	2. Key Vocabulary
		* Data- individual facts, statistics, or items of information.
	3. Big Idea
		* When looking at a graph, we can tell which item has the most, least, and equal amounts of objects.
4. Implementation
	1. Introduction
		* Since we were talking about different animals and their adaptations yesterday, I thought it would be a good idea to talk about which mammals everybody in this class likes the most.
		* We are not going to call out our answers right now. We are going to make a graph by collecting data from everybody in this class.
	2. Development
		* At this point, pass out pieces of construction paper to every student.
		* I am going to put the pictures of every mammal that we talked about yesterday on the board.
		* After I put up the pictures, I want you to write your name on the front of your paper and draw a picture of the animal above your name.
		* When you have completed your paper, bring it to the front of the room so we can put our pictures onto a graph. (While students are working- put premade graph on the board).
		* After the graph is completed, explain to the students that every graph will have different data. If there were different students in the classroom the graph could and probably would have different answers.
		* Tell students that the graph will have a column that will have the most (the highest column).
		* The graph will have a column that has the least amount of data (the lowest column/ or even zero).
		* There are graphs that have data that have equal amounts. This means that they line up with one another.
	3. Closure
		* After explaining the three parts of looking at data, pass out the exit slip that will ask the following questions and have the students write down their answers.
			1. The column with the most data is \_\_\_\_\_\_\_.
			2. The column with the least data is \_\_\_\_\_\_\_.
			3. Are there any columns that have the same amount? If so which ones? (How many do they have?) \_\_\_\_\_\_\_\_\_\_\_\_\_.
	4. Accommodations/Differentiation
		* Students having difficulty with fine motor skills can work with a partner.
		* Preferential seating for students who cannot see the pictures of the animals on the board.
	5. Assessment/Evaluation Plan

1. Formative- students will complete the activity and the exit slip. Teacher will grade the exit slips for completion and correctness.

2. Summative- no summative exam for this lesson.

1. Reflective Response
	1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
		+ Did the graph work or should it have been set up in a different way?

* + - Did the students understand the concept of data? Did they complete the exit slip well, or should there have been more explaining?

* + - What would you do the same in the future? What would you change?
1. Resources
	1. N/A