

6 21st Century Skills	<p><input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creativity</p> <p><i>Explain how the lesson addresses each box you checked:</i></p> <p>After separating and counting the colored skittles, students will be asked to work with their partner to recount each group to make sure the data is correct. Students will critically think during the assignment, understanding the work in order to complete it (and if there is still questions/confusion, students may ask their peers for assistance/explanations). Students will also be given creativity freedom, choosing what colors each bar will be, designing the title of their bar graph, using colored lines for the graph, and deciding between markers/crayons/colored pencils to complete their graphs.</p>
Lesson Delivery	
7 Vocabulary/Key Terms	<p><i>Identify vocabulary and key terms that are important for students to know to understand the lesson:</i></p> <p>Bar graphs, line plots, grouping sections, plotting points, correspond.</p>
8 Differentiated Instruction	<p><i>Describe how you will adapt your lesson for the following learners:</i></p> <ul style="list-style-type: none"> ● English Learners Place students in their own group and simplify instructions, giving the students the chance to work together on their assignment. ● Special Needs Allow students to separate by colors while I assist students in counting the amounts in each group ● Accelerated (Gifted/Talented) Provide students with more packs of skittles to create larger graph and providing questions to answer, such as: why do two packs not have the same amount of colors? Compare your first and second pack of skittles, what comparisons/differences did you notice? etc.
9 Assessments	<p><i>Describe at least TWO different types of formal or informal assessments you will use during your lesson to check for student learning:</i></p> <p>Exit Slips (informal): once the lesson is ending, students will be asked to work with their partner on creating one more graph with a shared pack of skittles</p> <p>Online Exit Slips (informal): answer questions on classroom forum: 1. What were some differences you noticed comparing this graph between your own previous graph? 2. Would this lesson work with another brand of candy, like M&M'S, Starbursts, or AirHeads? What candy would work with this graphing lesson?</p> <p>Projects: students will be asked to create a bar graph, go around at recess and ask students on the playground: what is your favorite animal (and provide three options for your participants to choose from). Create a hypothesis on what animal you think will be chosen the most and discuss the results + your initial reaction to the results.</p>
10 Lesson Delivery	<p>Prior Knowledge, Context, and Motivation (<i>How will you connect the beginning of the lesson to what students already know and/or motivate them to learn about the topic?)</i></p> <p>Beginning class, I would work with the group to create a bar graph on the board up from. The questions would have 3 separate options for students to choose from and data would be taken through raising hands. Once we have written down the data and colored in the graph, I would ask the class how do the results correlate with the bar graphs information. We would then discuss bar graphs and its context before explaining the lesson to the class to work independently on.</p>

Describe each step of the lesson	
<p>Teacher will...</p> <ul style="list-style-type: none"> -Ask students how did they like eating their pizza: plain (only cheese), one topping (only pepperoni), or two or more toppings (hawaiian, sausage, olives, etc). -Class comes back after discussion ready for the lesson, educator asks students to raise their hands depending on their answer -After writing out data, educator asks class what they think will happen on the bar graph with the data provided -Educator will then explain what is a bar graph and how it is used with the data -Once bar graph is complete, educator will hand out graph paper and assist the students in creating their bar graph. As the graphs are being made, educator will pass out fun size skittle packs -Educator will explain lesson to students: they'll be creating a bar graph based on the colors + amount of each color -Educator will give assistance to students during assignment if needed -After assignment is completed, students will then be given an informal assessment. -While students are doing partner work, educator will post questions on online forum for students to answer 	<p>Students will...</p> <ul style="list-style-type: none"> Students discuss with their partners for 1 minute (30 seconds each) about their preference toppings on pizza -Students then raise their hands based on their pizza topping preference -After students raise hands and state their guesses, they respectively listen to one another -Students will assist educator in creating the bar graph, saying how many people preferred which topping -Students will create bar graph as the skittle packs are being passed out -Students will get straight to separating the colors into different groups and writing down their data -Students work independently on their assignment, asking peers for help -Students work on informal assessment: work with partner to create one bar graph and one pack of fun size skittles -Students will log onto online forum to answer 1-3 questions based on the data taken today, to check their understanding of the topic.