Common Core Lesson Planner

Grade Level: 2nd	Teacher: Ms. Garza		
Subject: Math (gr	raphing)		
Select grade level appropriate standards:			
1 Common Core and Content Standard(s)	 <u>CCSS.MATH.CONTENT.2.MD.D.10</u> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problem using information presented in a bar graph. <u>CCSS.MATH.CONTENT.2.MD.D.9</u> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 		
<u>2</u>	What materials and resources will you and the students need for the lesson?		
Materials/	Fun size pack of skittles per student		
Resources /	Double sided graph paper per student		
Lesson	Internet access, laptops/IPads Pencils, crayons/markers/colored pencils		
Preparation			
	What should students know and be able to do after the lesson?		
$\frac{3}{3}$	Students should have a clearer understanding of bar graphs and how each line represents items/objects.		
Objective(s)	Students should also be capable to create their own bar graph with given information and explain to anyone that asks		
	Level 1: Recall Level 2: Skill/Concept		
	Level 3: Strategic Thinking 🛛 Level 4: Extended Thinking		
<u>4</u> Webb's Depth of Knowledge Level	<i>Explain how the lesson addresses each box you checked:</i> The lesson addresses Level 1: Recall because students will <u>recognize</u> , <u>identify</u> , and <u>match</u> the skittles colors into groups for their graph. Students will then <u>categorize</u> the colors, <u>compare</u> the colored skittles groups and <u>make a prediction</u> on which color titled bar will be the 'tallest' and which will be the 'shortest' for Level 2: Skill/Concept. After completing their graphs, students will <u>compare</u> graphs with their peers, <u>differentiating</u> the number of each colored group from their own graph and <u>drawing a conclusion</u> that no two fun size skittles bag contains the same amount of colored skittles in Lesson 3: Strategic Thinking.		
	Demonstrating independence Building strong content knowledge		
	□Responding to varying demands of audience, task, purpose, and discipline		
	Comprehending as well as critiquing		
	Using technology and digital media strategically and capably		
<u>5</u>	Coming to understand other perspectives and cultures		
College and			
Career Ready Skills	<i>Explain how the lesson addresses each box you checked:</i> Students will be creating and building strong content knowledge as their lesson will be hands-on, allowing them to visually solve the graph math problems. By working independently on their own graphs/fun size skittle bags, students will understand their peer's graphs may look similar but will not be exactly the same. This gives students the chance to also view how their peers separate the colored skittles for their graphs, understanding not everyone does the same process to finish their work. After completing their graphs on the graph paper, students will be expected to create an online bar graph based on the information provided by the educator.		

	Communication Collaboration Critical Thinking Creativity	
<u>6</u> 21 st Century Skills	<i>Explain how the lesson addresses each box you checked:</i> After seperating 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.	
Lesson Delivery		
7	Identify vocabulary and key terms that are important for students to know to understand the lesson:	
Vocabulary/Key Terms	Bar graphs, line plots, grouping sections, plotting points, correspond.	
<u>8</u>	Describe how you will adapt your lesson for the following learners:	
Differentiated	English Learners	
Instruction	Place students in their own group and simplify instructions, giving the students the chance to work	
	together on their assignment.	
	Allow students to seperate 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.	
<u>9</u> Assessments	Describe at least TWO different types of formal or informal assessments you will use during your lesson to check for student learning:	
	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	
	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?	
	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.	
<u>10</u> Lesson Delivery	Prior Knowledge, Context, and Motivation (How will you connect the beginning of the lesson to what students already know and/or motivate them to learn about the topic?)	
	Beginning class, I would work with the group to create a bar graph on the board up from. The questions would have 3 seperate 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.	

Togohor will Students will		
-Ask students how did they like eating their pizza: plain (only cheese), one topping (only pepperoni), or two or more toppings (hawaijan_sausage_olives_etc)	Students will Students discuss with their partners fo 1 minute (30 seconds each) about thei preference toppings on pizza	
-Class comes back after discussion ready for the lesson, educator asks students to raise their hands depending on their answer	-Students then raise their hands based on their pizza topping preference	
-After writing out data, educator asks class what they think will happen on the bar graph with the data	-After students raise hands and state their guesses, they respectively listen one another	
-Educator will then explain what is a bar graph and how it is used with the data	-Students will assist educator in creating the bar graph, saying how many people preferred which topping	
-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	-Students will create bar graph as the skittle packs are being passed out	
-Educator will explain lesson to students: they'll be creating a bar graph based on the colors + amount of each color	-Students will get straight to separating the colors into different groups and writing down their data	
-Educator will give assistance to students during assignment if needed	-Students work independently on their assignment, asking peers for help	
-After assignment is completed, students will then be given an informal assessment.	-Students work on informal assessme work with partner to create one bar graph and one pack of fun size skittle	
-While students are doing partner work, educator will post questions on online forum for students to answer	-Students will log onto online forum to answer 1-3 questions based on the dat taken today, to check their understanding of the topic.	