Lesson Plan Template

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**:  PowerPoint  Graph Paper | | **Your Preparation**:  Sample data  PowerPoint to explain making scales  VIP for Scales  Made up data for graphing | | **Agenda (w/times)**:  Do Now(5 minutes)  Teaching(20 minutes)  Structured Practice(10 minutes)  Guided Practice(10 minutes)  Closure(5 minutes) |
| **Getting Your Students Ready** | | | | |
| \***Do Now**: Correctly piece together the parts of a lab report | | | | |
| **Objective**: To learn how to create a scale for a graph | | | **Proving behavior**: Creating graphs with data | |
| **Purpose**: Learning how to create a scale makes graph making easier | | | | |
| **Teaching** | | | | |
| Step 1: Go Over Homework from last week and the problems that everyone had with it. | Say: “I know there were a lot of issues with the homework on Thursday so take them out and we’ll go over any questions that you may have had”  See: The graphs that I made using the students data so they can see what it was supposed to look like  \*Do: Ask question that they had and tell me any problems they had with making the graphs | | | |
| Step 2: Find the largest and smallest number in the data set | Say: Look at your data set and find the largest and smallest number in your data set  See: See the rainfall and time of year data set example  \*Do: have them as a class find the largest and smallest number in the data set and write it in their notes | | | |
| Step 3: Find the difference between the two numbers | Say: Using the numbers that you just found find the difference between the largest and smallest numbers  See: Do this on the board  \*Do: Have them do it in their notes | | | |
| Step 4: Use that as a base for your scale | Say: Use the difference that you found as a base for your scale  See: Watch me do a think aloud about how I would determine my scale using the difference I found  \*Do: Have the students explain my thought process to their neighbor | | | |
| Step 5: Make sure the scale fits | Say: Always have to make sure that your scale fits by making sure that all of the numbers that are in the data tables fall somewhere in the scale that you made  See: I check to make sure that two of the data points fit into the scale  \*Do: Have the students finish checking the rest of the data set | | | |
| Step 6: | Say:  See:  \*Do: | | | |
| **Practice** | | | | |
| \***Structured Practice** (3-4 additional examples led by teacher with gradually quickening pace, helping students approach automaticity by manipulating time, materials, and group size) | | | | |
| Time: 10 minutes  Materials: graph paper  Group Size: individual | Example Data Tables | | | |
| Time:  Materials:  Group Size: | Example 2 | | | |
| Time:  Materials:  Group Size: | Example 3 | | | |
| Time:  Materials:  Group Size: | Example 4 | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: Sample data to graph | | | Criteria for Mastery:  Create an appropriate scale for two sample data sets | |
| Independent Practice (Homework) | | | | |
| Explain Homework:  Make a graph with an appropriate scale for two data sets | | | | |
| **Closure** | | | | |
| Explain Closure: | | | | |

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| **VIP** | | |
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