**Lesson plan (# )**

| **Adopted from:** **Authors: (Your sub group’s name here)****Elisabeth Hennion, Mary Silvestri, Selver Funda Perez** | **Grade: 4** | **Lesson duration:45 minutes** |
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| **Topic/Title of lesson: Data Collection and Entry** |

| [**STANDARD(s) ADDRESSED**](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf)*(Include the performance expectation number and text of each standard.)* | **8.1.5.DA.1**  |
| --- | --- |
| **CS PRACTICE(s)** *that students will engage in throughout the lesson.* P [13-15](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) of NJSLS | Data analysis, entering data, editing text/cells. |
| **CS CORE IDEA(s) or** **SUB-CONCEPT(s)** *related to the performance expectation(s).* P [20-34,](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) includes core idea and performance expectations which are useful for designing general goals, specific objectives, and learning criteria down below | **Data**  |
| **CENTRAL FOCUS** *(The central focus is an overarching goal of the lesson or big idea for student learning.)* | *Students will be able to enter and organize data in a spreadsheet.* |
| **EU/EQ** (*The enduring understanding(s) and/or essential question(s) that guide the lesson.)**Here are some useful examples from math:* [*https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf*](https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf) |  |
| **PRIOR KNOWLEDGE AND CONCEPTIONS** *(What prior knowledge, skills and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)* | **Students will have previous experience and practice in Basic Google Sheets lessons.. (Lesson 1) which will have included introduction about spreadsheets. ( purpose, relevant vocabulary, basic data entry).**  |

**UDL/PLANNED SUPPORT**

*(Discuss the universally designed decisions guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).*

| **UDL:***How are you universally designing your lesson with all your learners in mind? What other characteristics of diverse learners should be considered?* | **Multiple means of** [**representation**](https://udlguidelines.cast.org/representation) | **Multiple means of** [**action and expression**](https://udlguidelines.cast.org/action-expression) | **Multiple Means of** [**engagement**](https://udlguidelines.cast.org/engagement/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl) |
| --- | --- | --- | --- |
|  | Students will  |  |
| **Additional ADAPTATIONS, MODIFICATIONS, and SUPPORTS for individual learners (IEPs, 504s, ELLs)** *If you were not able to meet your focus learners needs through UDL, what individual adaptations will you use to meet your focus learners needs (especially ELLS)* |  |

| **ACADEMIC VOCABULARY/****LANGUAGE (including different coding languages)/****SYNTAX (rules of how to combine symbols to make “correct” statements)**  | *Vocabulary:**Language:**Syntax:* | *Describe the additional supports for each language demand in this lesson. Address both the whole class and individual needs.* |
| --- | --- | --- |
| **LEARNING OBJECTIVES** | **LEARNING CRITERIA** *(How will you know that students have met and/or are moving toward meeting that LO?)* | **ASSESSMENT** *(What will be the pre assessment, formative, or summative assessment(s) in this lesson?)* |
| **Should include both core ideas and concepts, and practices**  |  |  |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials, technology will students need?** |
| --- | --- |
| **Smartboard, ChromebookI** | **Should reflect the UDL planned supports identified above****Computers/chromebooks.** |

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**

*(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)*

|  | **What is the teacher doing?** | **What are students doing? (including adaptations)** |
| --- | --- | --- |
| **LAUNCH/****Beginning ( mins)***How will you engage students and capture their interest? 3-7 minutes* | **Teacher will review vocabulary with the students, (data, column, row, spreadsheet, cell, cell address)** | **Students are engaged in a classroom discussion and volunteer to review vocab.** |
| **LEARNING ACTIVITIES/****Middle ( mins)***“I do” “We do” “You do” How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?* | * **Teacher will show required survey questions to the students on smart board (name, age, fx. favorite color, favorite food, favorite game)**
* **Teacher will model entering data on Google Sheets by surveying 2 students. Teacher will ask for a volunteer to survey the teacher.**
* **Teacher will ask students to enter the questions to their assigned google sheet in google classroom**
* **Teacher will walk around, guide students to interview three of their peers and scaffold as needed.**
 | * **One student can survey teacher and types data onto teacher’s keyboard for other students to view on the smartboard.**
* **Students will enter the survey questions in their assigned google sheet.**
* **Students will survey three of their peers and enter data directly into their google sheet.**
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| **CLOSURE/****End ( mins)***How will students summarize and state the significance of what they learned? 3-7 minutes* | * **Teacher will ask student volunteers to present their data on the smart board.**
* **Teacher will point out possible problems which arose during the lesson.**
* **Teacher will explain the expectations of the next part of the lesson.**
 | * **Volunteer students will share their collected data on the smart board.**
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| **Extension/Reinforcement/Homework: Interview/survey someone in your household** |
| **Family/Community Engagement—Share your data with members of your household** |

**\* Please attach copies of assessments and/or handouts to be used**