

# Lesson Plan Template

Date: \_\_\_\_\_

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| <b>Grade: 5th Grade</b>  | <b>Subject: Math</b>  |
| <b>Materials: Note sheet, math workbooks,</b>  | <b>Technology Needed:</b>   |
| <b>Instructional Strategies:</b><br>€ Direct instruction                      € Peer teaching/collaboration/<br>€ Guided practice                              cooperative learning<br>€ Socratic Seminar                              € Visuals/Graphic organizers<br>€ Learning Centers                              € PBL<br>€ Lecture    € Discussion/Debate<br>€ Technology integration                      € Modeling<br>€ Other (list) | <b>Guided Practices and Concrete Application:</b><br>€ Large group activity                      € Hands-on<br>€ Independent activity                      € Technology integration<br>€ Pairing/collaboration                      € Imitation/Repeat/Mimic<br>€ Simulations/Scenarios<br>€ Other (list)<br><br>Explain:   |
| <b>Standard(s): 5.NBT.7 :Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, add, subtract, multiply, and divide decimals to hundredths.</b>  | <b>Differentiation</b><br><b>Below Proficiency:</b> The students who are performing below proficiency will benefit from doing the examples in class. They will be given the opportunity to take notes similar to the ones on the homework and they will also have the opportunity for questions and the opportunity to pair with a classmate for more understanding and peer teaching.  |
| <b>Objective(s): By the end of the lesson the students will be able to multiply 2 decimals by each other, using standard form.</b><br><br><b>Bloom's Taxonomy Cognitive Level: Create</b>  | <b>Above Proficiency:</b><br>The students that are higher in math will continue with the class in taking notes but might find this lesson to be easier, because this concept has been getting worked on for the past few days with simple things added in. But they will be given the opportunity to get ahead in math homework and they will be able to help the other students that might be performing lower than the other students.  |
|  | <b>Approaching/Emerging Proficiency:</b> This lesson will fit perfectly for these students, they will be given enough information in order to do the homework on their own, they will have examples to look back on. These students will also be able to ask for help when they need it but also will be given enough problems to do on their own that they will master the topic.  |
|  | <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>● <b>Visual:</b> The visual learners will benefit from this lesson from the problems and examples that are done on the board. They will be able to see the problem type be done before they are expected to complete the problem on their own.</li> <li>● <b>Auditory:</b> We will be talking to the kids as a whole class and they will also talk in their small groups. They will be able to hear us all talk about the problems before and after they are expected to complete them on their own. It is important that these students feel confident in doing the work.</li> <li>● <b>Kinesthetic:</b> The students will work out the problems on paper and on the next day of this lesson they will be playing a game, going up to the board to solve the</li> </ul> |

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|   | <p>problem. This will give these learners the movement that they need during lessons.</p> <ul style="list-style-type: none"> <li>● <b>Tactile</b> : These learners will get the hands-on learning activity that they desire, they will be able to focus on writing down the problems on their own and they will have something to show their work to look back on when they are needing an example of what they should be doing.</li> </ul>  |
| <p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br/>The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.</p> | <p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br/>The Students will be expected to follow their classroom rules and to be respectful of themselves, their peers and their teacher. They will participate in the lesson as well as help their classmates that might need a little bit of help. The students will do what they need to do to be successful in the class and to be the best students that they can be.</p>  |
| <b>Minutes</b>  | <b>Procedures</b>  |
|   | <p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● The students will need to have their notes and questions from the previous lessons, they will need to have a clear understanding of the work that they have done previously and what to do now.</li> <li>● The students should each have a paper and a pencil to take notes on.</li> <li>● As the teacher has 6 example problems prepped and ready to example, have each problem get harder as you go.</li> <li>● As the teacher you should have a clear understanding of what is happening.</li> </ul>  |
|   | <p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Ask the students if they can remind me what we have been working on for the past week.</li> <li>● Explain that now it is going to be very similar in the multiplication but it will be a little bit different with the decimal.</li> <li>● Remind the students to pay close attention to what the decimal does and where it moves to at the end of the problem.</li> <li>● Have the students take out a piece of paper to take notes on, and have them divide it into 6 different sections. 3 problems to do together, two to do with a partner and to check work with, and one to to one their own.</li> </ul> |
|   | <p><b>Explain: (concepts, procedures, vocabulary, etc.):</b></p> <ul style="list-style-type: none"> <li>● The explanation will consist of the example problems that are attached to the back of this lesson plan.</li> <li>● remind them of how to multiply.</li> <li>● Do the simple multiplication first, tell them to ignore the decimal until we have an answer.</li> <li>● At the end of the math, introduce the decimal back in, and show them how to move it the correct amount of spaces.</li> <li>● Allow the students to ask questions as we go and also allow them to ask their neighbors for help if they need it.<br/>(Attached below are the example math problems)</li> </ul>   |
|   | <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● During the class time, the students will be able to work on their homework and to ask questions.</li> <li>● A typical math lesson will take around 20 minutes to teach and the rest of the time the students are able to work on their homework for the night and even to finish it.</li> <li>● If it is noticed that many of the students have the same question, reteach a similar problem to the homework to the entire class, if a couple of them have this question most likely more do to.</li> </ul>                             |
|   | <p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Ask the students to finish up the last problem that they were working on.</li> <li>● If the homework is finished, have them turn it in and if it is not, have them place it in their backpack to go home with them.</li> <li>● After table spots have been cleaned off, we will be lining up at the door to move on to specials or into the other classroom transition.</li> </ul>  |
| <p><b>Formative Assessment: (linked to objectives, during learning):</b></p>  |  |
| <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>   |  |

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We will be able to see the initial understanding by what the students are asking, and if they are having a lot of questions on their homework. The homework will also give us the quick answer to if the students are understanding.

- **Progress monitoring throughout the lesson (how can you document your student's learning?)**

There will be an end of chapter test that will determine if the students are ready to be taught a new lesson and if they are understanding and remembering the content of this past chapter.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**