

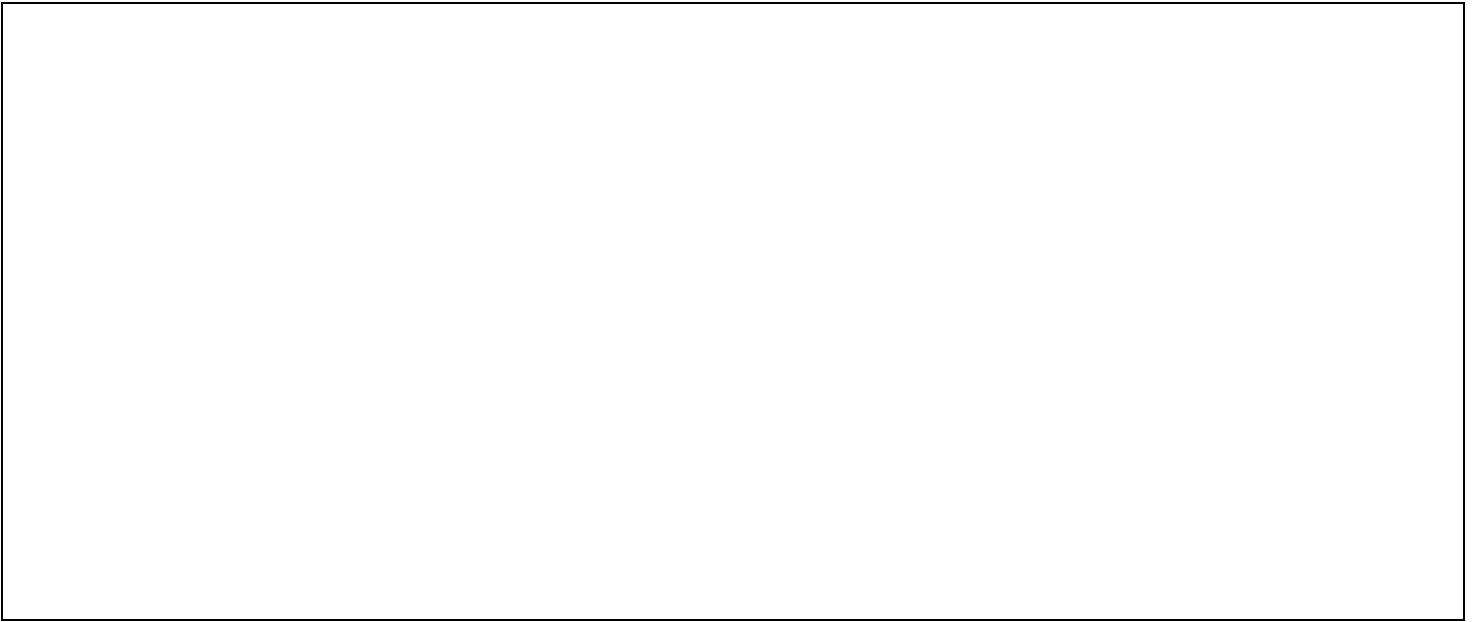
Lesson Plan Template

Grade: 5th Grade		Subject: Math	
Materials: Piece of paper, pencil		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	
<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted.		Differentiation Below Proficiency: If there is a student who is below the level of the rest of the class, the teacher will be sure to pair this student with someone who is at a higher level in hopes this student will be of help and be able to guide the student on the right track. The teacher can also assign a few extra problems as practice to help the student learn the concept, this way it is less obvious to the other students. Above Proficiency: If there is a student who is above and beyond the other students, the teacher would pair this student with one of the below level students so this student could help the lower level student understand the task at hand. The teacher can assign more difficult problems to these students so help challenge them and make them think a little harder. Approaching/Emerging Proficiency: If the student is very close to grade level or at the level of his/her peers, the teacher would also pair this student with someone who is on a higher level in hopes that by working with this student, they may become closer to grade level and understand the assignment better. Modalities/Learning Preferences: This lesson will help the students who are more visual learners and kinesthetic learners as they will be able to see the problems being worked out on the board and also gives the students a chance to get up and move around by teaching their peers.	
Objective(s) By the conclusion of the lesson, students will have a deeper understanding of how to solve multiplication and division word problems through peer teaching. Bloom's Taxonomy Cognitive Level: Understand		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will sit quietly at their desks and listen to the lecture and directions -When asked to move to their partners, students will be quiet and quick and ready to listen to further directions -Students will be on task when working in groups -During large group, students will only talk with their hand is raised and they are called on	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be moving around the classroom when getting into partners but this should be quick and quiet. If the class begins to get too loud during work time, the teacher will use the "high five" classroom management sign to get the students attention and ask them to lower their voices. To avoid any kind of conflict, the teacher will draw sticks to place students into groups.		Minutes	
Procedures			

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1 Min	Set-up/Prep: Teacher will get all the materials out and ready before class begins	
5 Mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Class, if I had four marbles but Jonny, Sally, and Jamie each added their four marbles to my pile, how many marbles do I have in ALL now?” Students will raise their hands and see if they have the correct answer. If a student does get 16, teacher will ask them to explain how they got that number. If the class does not know the answer, the teacher will draw it out on the board and walk the class through it. “If I had four marbles over here, but then Jonny had four marbles (draw Jonny and 4 marbles), Sally had 4 marbles (draw again), and Jamie had four marbles (draw), what’s the easiest way I could solve this?” Wait for student’s answers. “Yes, I could add them all up or I could take 4 times what? How many groups of 4 marbles is there?” Wait for students to reply. “Yes! 4 times 4. Because there are 4 people and 4 groups of 4 marbles! So how many marbles would there be all together?” Class will say 16.	
10 Mins	Explain: (concepts, procedures, vocabulary, etc.) “Class, today we are going to go through a few of these multiplication and division word problems to get us ready for the test we have next week. We will work through several of these together first before we move on to our next activity.” Teacher will walk through a few problems on the board similar to the first.	
15 Mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) “Ok class, now I want you to get into a group of 3 people, once you have your group I am going to give you a story problem. Once you find your answer, raise your hand and I will come check it. If there is time, we are going to have each group go up to the board and show us how to solve your problem!” Students will work together and figure out their answer and how they will teach it to the class.	
20 Mins	Review (wrap up and transition to next activity): If time allows, each group will go up to the board and read their problem, each group will teach the class how to solve their problem. If the class has any questions, they may ask and the group teaching will answer.	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will have time to ask any questions they have. Teacher will be walking around to see how they are working and if they are completing the task correctly. Before class is dismissed, students will hand in their problem they worked out with each member of their groups name on it as their exit slip.		Summative Assessment (linked back to objectives) Students will be tested on the material next week on their chapter test.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		

Lesson Plan Template

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