

# Lesson Plan Template

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

<b>Grade: 5th</b>	<b>Subject: Math</b>
<b>Materials: Clipboards/writing utensils/ calculator check</b>	<b>Technology Needed: whiteboard</b>
<b>Instructional Strategies:</b> <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"/> 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	<b>Guided Practices and Concrete Application:</b> <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) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard</b> <ul style="list-style-type: none"> <li><b>MAT-05.NBT.06</b> Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> </ul>	<b>Universal Design for Learning</b> <b>Below Proficiency:</b> Work with aide or teacher, assign 2:3, 1:4 problems  <b>Above Proficiency:</b> Offer enrichment opportunities: see elaborate portion  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>Visual: demonstrated on the board,</li> <li>Auditory: direct instruction</li> <li>Kinesthetic: moving around with classmates to find the problems (could look into applying this more)</li> <li>Social learning, working and collaborating with peers for the answers.</li> </ul>
<b>Objective</b>  By the end of the lesson, the students will be able to demonstrate understanding of the following skills through solving a variety of multiple digit division problems: <ul style="list-style-type: none"> <li>Finding multiples of the divisor;</li> <li>Finding partial quotients;</li> <li>Finding the sum of the partial quotients</li> </ul>	
<b>Bloom's Taxonomy Cognitive Level: Apply</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Color groupings (see Mrs. Bramblett for recommendations) Voice level of 0 during direct instruction Voice level of 2 during seek and solve activity	<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b>  Follow class rules of Respectful, Resourceful, Responsible, Safe Role Model team: prize
<b>Minutes</b>	<b>Procedures</b>
	Set-up/Prep before lesson: Teacher Review: <a href="https://youtu.be/o1OzWiv_IeI">https://youtu.be/o1OzWiv_IeI</a> <a href="https://s3.amazonaws.com/everydaymath/algorithm_ppts/Partial+quotients.dr.cx.pptx">https://s3.amazonaws.com/everydaymath/algorithm_ppts/Partial+quotients.dr.cx.pptx</a>  Explanation of lesson: Brief Review Students are divided into color groups with sticky notes (based off of Mrs. Bramblett's recommendations) There will be problems at stations throughout the room, one runner student will go to the station to get the problems and bring them back to peers. Mrs. Bramblett and I will be at the most difficult stations for assistance if necessary. The goal of the activity is for each student to solve one problem from each station using the break apart method.
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)  Throw a (soft) ball in a get to know you activity; Name, favorite thing about math, and something you would like to improve in.
6	Explain: (teacher-led) Handout for beginning of class <a href="https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_rules_flowchart.pdf">https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_rules_flowchart.pdf</a>  "I have 5 stations around the room with papers containing problems. 4 of the stations will have problems that I want you to work on by yourself. If you are having difficulty with a problem, you can phone a friend of the same color. I will be at one of the stations if you need assistance, raise your hand and Mrs. Bramblett or I will come over to help. There will be multiple problems at each station. You don't need to solve all of them, just one at each station. Solve using the break apart method we have been learning and show your work in your notebooks. During seek and solve time, I want you to have quiet collaboration with your voices at a level of 2.

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	<p>Just to get you started in the right direction, we will solve one problem together as a class. Everybody write on your desks, and I'll use the board. "</p> <p>Solve as a class 112/8 54/3</p> <p>Answer any questions from students on how to solve, ask for any other questions about the next activity.</p>	
20	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b> Do the activity as described above, see worksheets in resources portion at the end of this document. While students are doing activity watch for behavioral correction/adjustments as necessary. Also watch for the model group. *Assessment Opportunity* each station is a different level of problem, the students that make it the furthest are most likely the most proficient.</p> <p>Enrichment opportunities: <a href="https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_riddles.pdf">https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_riddles.pdf</a></p> <p>Alternate enrichment <a href="https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_practice_worksheet.pdf">https://www.bowenpeters.com/uploads/8/1/1/9/8119969/divisibility_practice_worksheet.pdf</a></p>	
3	<p><b>Closure (wrap up and transition to next activity):</b> Students will write their name at the top of their work and hand in their final answers to Ms. Andi</p> <p>Using a sticky note, students will write down one thing they liked about the activity, one thing that they want to work on during the next collaboration time, and one thing they are still confused about before transitioning to the next activity.</p>	
	<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (document of student learning, data collection)</li> </ul> <p>Teacher observation - take note of which kids are struggling either with the problem or with peer collaboration, watch which level students get to without assistance, with assistance, and which levels they cannot complete.</p> <p>Sticky note exit slip – 1 thing good, 1 to work on in the future, and 1 thing that is confusing</p>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>See final worksheet answers</p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>For the math group: Break things down into simple steps, display instructions. Model positive thinking,</p> <p>Examples were good, the groups worked well together,</p> <p>Whole class instruction, work on whole class instruction</p> <p>Need to be more specific and confident in directions.</p> <p>Involve miniature treats/ candy/gum/stickers extrinsic motivation.</p>		

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Resources:

See written worksheets, upload pictures as part of reflection

Long division 1:4

<https://www.k5learning.com/worksheets/math/grade-5-long-division-4x1-digit-no-remainder-a.pdf>

Long Division 2:3

Long Division 2:4

Long Division 2:2