

Lesson Plan Template

Date: 9/11/2020

<p>Grade: 5th</p> <p>Materials: Volume City map, tracking form, rubric, and grid paper</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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	<p>Subject: Mathematics</p> <p>Technology Needed: computer and projector</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<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"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.</p> <p>5.MD.5.c Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Students who are below proficiency have difficulty with creating their nets and finding the volume. To help these students reach proficiency, I will offer support as needed. Students will also be able to discuss with their peers.</p> <p>Above Proficiency: Students who are above proficiency will have no difficulty with creating their nets and finding the volume. To challenge these students, I will have them add more buildings to their map, giving them another map to join to the first if needed. I will also challenge them to create more complex, multistory buildings.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will see instructions and their project. • Auditory: Students will listen to instructions. • Kinesthetic: N/A • Tactile: Students will be building a model city using nets. 				
<p>Objective</p> <p>By the end of the lesson, students will apply their knowledge of volume to the real-world scenario of “Volume City” by creating nets that represent buildings in a city plan.</p> <p>Bloom’s Taxonomy Cognitive Level: Applying</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will be at the front of the room for instruction. • Students will demonstrate safety with their scissors (only used to cut out nets. Otherwise, sitting in the corner of their desks.) • Students will be respectful of classmates by not interrupting others or talking while others are talking. • Students will raise their hands to ask or answer questions unless instructed otherwise. • Work time voice levels will not exceed a 2. • Students will transition quickly and quietly (20 seconds or less). 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Groupings: Students will come to the front for instruction. After instruction, students will remain seated at their desks. • Movement: Movement will be limited in this lesson. The only movement should be obtaining supplies. • Transitions: I will facilitate transitions by utilizing call backs, countdowns, and reminders as many times as necessary. 	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Groupings: Students will come to the front for instruction. After instruction, students will remain seated at their desks. • Movement: Movement will be limited in this lesson. The only movement should be obtaining supplies. • Transitions: I will facilitate transitions by utilizing call backs, countdowns, and reminders as many times as necessary. 				
Minutes	Procedures				
	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • City maps, tracking forms, rubrics, and grid paper printed and ready to hand out. 				
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • The past few weeks, we have been working on calculating volume with both regular and irregular prisms. This week, we are going to be putting our skills to work with a project called Volume City! • Does anyone know what kind of planning it takes to start building a new city or an area of a city? <ul style="list-style-type: none"> ○ It takes precise planning and pitching to a city board. ○ What does it mean to “pitch” something to a board? • Do buildings have volume? Yes! All buildings have a length, width, and height. Because of these measurements, we can find their volume. • You are going to imagine that you have a plan to build a new area of Bismarck. Before you can build, you have to show or “pitch” your idea to the board. In order to do this, you need a scale model of what you plan to build. 				

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	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none">● Go through Volume City Introduction PowerPoint● Go through the tracking form, city map, rubric, and centimeter grid paper.● Have students highlight the required buildings listed on the tracking form (school, shopping mall, apartment complex, police department, and fire department)● Model a net example, how I would find the volume, use the tracking sheet, and place on map.● Emphasize that students must build, find the volume, and color the buildings they create.● Ask for questions and clarifications
	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none">● Student work time● Move the room to make sure students are on task and to offer assistance as needed.
	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none">● Use call back● Great job with your city plans today! We are going to be using this week to continue building these plans.● Remind me, how many buildings do we need to build? Are we just building putting them on our map, or is there something else we need to do? (find the volume)● Please make sure your name is on your map.● We will be storing these above our cubbies in the hall.● Please make sure you keep your papers in a safe place, put your maps above your cubbies, grab a pump of hand sanitizer, and then head outside for recess.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">● Progress monitoring throughout lesson (document of student learning, data collection)<ul style="list-style-type: none">● Walking the room to determine student understanding of the task.● Talking with students to hear their thoughts about their plan for their city.● Listening to discussion and questions during instruction.	<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	