

## Lesson Plan Template

<b>Grade: 5</b>		<b>Subject: Math</b>	
<b>Materials: 2 Worksheets, Froot Loops, Pencil</b>		<b>Technology Needed: Promethean Board with Huge Graph</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice <b>cooperative learning</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>5.NF.3: Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>).</b>		<b>Differentiation</b> <b>Below Proficiency: pair up with a student that is above proficiency</b>  <b>Above Proficiency: pair up with a student that is below proficiency</b>  <b>Approaching/Emerging Proficiency: interpret fractions as division of the numerator by the denominator</b>  <b>Modalities/Learning Preferences: physical, visual</b>	
<b>Objective(s)</b> By the end of the lesson, the students will use knowledge of fractions as the division of the numerator by the denominator to help them with math in the table. Students will use a fun medium (froot loops) to show how to derive at a percentage.		<b>Bloom's Taxonomy Cognitive Level: Use</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Group by tables. Pair up with your table partner(half circle)		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students with incomplete assignments will be sent to finish those before they can participate.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep: Pass out froot loops to each table. Set up promethean board with big graph and then hide from students</b>		
<b>10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Allow students to walk around room looking at the animals until all students have come into the room. Next the students will sit in their assigned seats and the teacher will ask them what their favorite flavor is and which color they think will occur more in a box. (put tallies on the board to keep track of how many think each color). Bring students back together to talk about objective. Explain to students that a fraction is the same as dividing the numerator by the denominator. Use the example $5/32 = 5 \div 32 = 0.156$		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Read the topic portion of the worksheet to the students and have the student formulate a hypothesis. Hypothesis: a proposed explanation made on limited information to start an experiment. Explain the steps (procedures) and how they should work with their partners. <b>Explanation of the data table:</b> In the first column you put the color of the froot loops In the second column you put the total number of froot loops you have (all colors; same for all) In the third column you put the individual number of the color In the fourth column subtract the second column from the third column In the fifth column make a fraction then divide the fraction like we did up on the board earlier In the sixth column multiple the divided out fraction by 100 to get the percentage. All the percentages you have in that column should add to 100		
<b>20</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Have the students fill out their hypothesis. Have the students complete the bottom of the first page and then let them do the data table. Have the students pause after filling in the data table, then explain the graph. In the graph, what should we label each axis? X(side to side) = each color; Y(up and down) = number of froot loops Have the student complete their graph		

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5	<p><b>Review (wrap up and transition to next activity):</b>  Put in tallies how many the groups had of each color. This will help when putting the data on the bigger graph on the promethean board.  Label and graph the graph on the promethean board with the total of all the other graphs in the room. This should show how many of each color was in a box of froot loops.  Explain to students how this will pertain to them in the real world. Explain how graphs help people see data in a way that is easier to read than just the numbers on paper.  Students may eat their froot loops during this time.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>  Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.  Have the students give me a thumbs up if they are understanding what they are supposed to be doing.  Have the put an open or a closed fist on their chest to signify that they understand that a fraction is division of the numerator by the denominator.</p> <p><b>Consideration for Back-up Plan:</b>  Have the students go into bigger groups to help with any confusion.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  End of lesson: Completion of the worksheets. Look at fifth and sixth column to know whether or not the student understood that a fraction is division of the numerator by the denominator.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>  What really helped me with this lesson is that I was able to do it four different times. However, each time I did this lesson I never followed the lesson plan. I never did the engage that I planned. If I would have done the engage part the lesson and the tasks associated with it would have made more sense to them.  During the first lesson, I had them do tally marks on the first page and they were taking too much time so I got more nervous with them, because I was worried they were not going to finish. So I hurried up the rest of the lesson and then did not even have time to finish. And then even when I hurried along we were not able to finish. They just became frustrated.  During the second lesson, they were more mature with the material and were finishing up the first side quicker than the first class. It was interesting to see how the two 4<sup>th</sup> grade classes were so different.  During the third lesson, I feel like the lesson was much better the third time around. It really showed in this lesson how I just tell students the answer instead of asking them questions until they get to the answer. I think that when I feel rushed I just give the students the answers. When I do the graph next time I will not have any of the blanks filled in. I will do it with them.  During the fourth lesson, I feel like I questioned the class a lot more. This class is a lot more controlled and mature. They listened to me more when I was talking and we got further than any other class. It was hard for me to stop where I had stopped with the other class. I could have finished everything I wanted to finish in my lesson.  For this lesson I did not time correctly. I am planning on finishing this lesson up on Friday. When doing lesson plans in the future I need to focus on how long it will actually take my students to finish.  I really liked that I was able to find a graph that was on a computer instead of just doing the graph on the worksheet. It helped bring inn technology instead of just paper and pencil. Graph was really good. I think they really liked that they were able to see something more physical with their lab.  The fourth graders made tally marks on the first page and the fifth graders used regular numbers on the first page (data table).  I liked how I was able to bring in language arts by having the students make their hypothesis. They were also able to look back at their hypothesis with their graph to see if they were right.  I think some of the students learned something. But other students left more confused than before. I had one student ask me this morning (next day after teaching lesson) that she was confused about the lesson. I told her that we would redo it on Friday.  For next time I will not spoon feed but will try to question the students more so they can come to the answer on their own.</p>		