

Lesson Plan Template

Grade: 5		Subject: Math
Materials: Mini White Board Dry Erase Makers		Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 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.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) Student will use standard algorithm to find the quotient of whole numbers with up to four-digit dividends and two-digit divisors.		
Bloom's Taxonomy Cognitive Level:		
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Minutes	Procedures	
	Set-up/Prep:	
10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Review math vocabulary by having student point to each vocab word in an equation. Divisor- a number by which another number is to be divided Dividend- a number to be divided by another number Quotient- the answer to a division problem Practice the Big Seven strategy with the student on a white board. Remind the students to use “friendly numbers”	
	Explain: (concepts, procedures, vocabulary, etc.) We are going to not use the Big Seven strategy now. I do “We are going to use standard algorithm but before we start can you show me the divisor? What about the dividend?” Let’s start with 155/5. (Cover up the tens and one’s place) I am going to ask myself , “Can 5 people sit into 1 chair?” No, I am going to write a 0 above the hundreds place and multiple the 0 x 5 and write a zero under the 1 and then subtract the zero and bring down the 5. Then we go to the next number. (Cover only the 5 in the ones place) “Can 5 people sit in 15 chairs?” How many groups of 5 can fit into 15? 3 “I am going to write the 3 about the tens place. Now 3 x 5 (divisor) is 15. I write 15 under the other 15 and subtract which equals zero. Bring down the 5. “Can five people sit in five chairs?” Yes, only 1 group of 5 people. I write a 1 above the 5. Multiple 1x5 and then subtract 5-5=0 Now my quotient is right here. Show the student with a circle. 31. I am going to check my answer by multiplying my quotient by my divisor. It should equal the dividend. It does. We Do: Let’s do one together. 126/6 (Cover up the tens and one’s place) I am going to ask myself , “Can 6 people sit into 1 chair?” No, I am going to write a 0 above the hundreds place and multiple the 0 x 6 and write a zero under the 1 and then subtract the zero and bring down the 6. Then we go to the next number. (Cover only the 6 in the ones place) “Can 6 people sit in 12 chairs?” How many groups of 6 can fit into 12? Allow for the student to look at a multiplication chart. 2 “I am going to write the 2 about the tens place. Now 2x 6 (divisor) is 12. I write 12 under the other 12 and subtract which equals zero. Bring down the 6. “Can 6 people sit in 6 chairs?” Yes, only 1 group of 6 people. I write a 1 above the 6. Multiple 1x6 and then subtract 6-6=0 Now my quotient is right here. Prompt student to circle the answer. 21.	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) You Do:	

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	<p>Give the student the following division problems to solve on the mini white board. Stay close to the student prompting when needed.</p> <p>275/5 250/25 320/20</p>	
	<p>Review (wrap up and transition to next activity):</p>	
	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Can 10 people sit in 3 chairs?</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson was taught in a one-on-one setting. I felt the student was able to relate and make connections when asking questions like "Can 10 people sit in 3 chairs?" I feel that the student may have benefited more if I used an I Do, We do, You do strategy. I would like to incorporate this next time. I felt that because the lesson worked well because the student had prior knowledge of using the terms divisor, dividend, and quotient.</p> <p>Revised since reflection</p>	