

Lesson Plan Template

Grade: 5 th	Subject: Math
Materials: Go Math Book, Pencils	Technology Needed: Computer/projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" 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) <ul style="list-style-type: none"> <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 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 5.OA.A.1 Use parentheses, brackets, or braces in numerical expression, and evaluate expression with these symbols.	Differentiation Below Proficiency: I will be able to see if students are below proficiency by how they are participating within the lesson. If the student is struggling to evaluate the expressions on their own or with the answers they are sharing in class, I will assume the student is below proficiency. Above Proficiency: I will be able to see if students are above proficiency by how they are participating within the lesson. If the student is actively participating within the lesson and evaluating the expressions with ease, I will assume they are above proficiency. Approaching/Emerging Proficiency: I will be able to see if students are approaching proficiency by the way that they are participating within the lesson. If the student is fairly active in participating within the lesson and are beginning to understand evaluating the expression, I will assume the student is approaching/emerging proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For students who are visual learners, we will be visually demonstrating the expressions, watching a video, and doing the equations on the board throughout the lesson. • Auditory: For the students who are auditory learners, I will be talking and discussing the process of evaluating expressions, as well as showing a video that demonstrates and explains the process of evaluating these expressions. • Kinesthetic: For the students who are kinesthetic learners, they will be actively playing the game throughout the lesson. They will be able to be engaged in the lesson through the game.
Objective(s) By the end of the lesson, students will be able to evaluate numerical expressions with parentheses, brackets, or braces, using strategies taught in class. Bloom's Taxonomy Cognitive Level: Evaluation	

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	<ul style="list-style-type: none"> • Tactile: For the students who are tactile learners, they will be playing a hands-on game with their iPads. They will have the opportunity to be learning through the game, as well as writing out their expressions as needed.
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be learning as a whole group activity, with a worksheet provided as homework. Transitions will be between the video and the in-class game. Students will be transitioning quietly between the video and grabbing their iPads for the game.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be engaged and working on the problems throughout the game. The students will be expected to keep a voice level of a 2. The students will be expected to be paying attention to the information provided.</p>
Minutes	Procedures
5	<p>Set-up/Prep: To set up for the lesson, I will need to connect my computer to the TV to project the math video. I will also need to prepare the math expressions for the students to work on for in class practice.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will engage the students by asking them to explain what we learned yesterday and how it is used. I will ask the students if they know that there can be more than one set of parentheses in an expression, and if they know how they are used. From their answers, I will begin to generate the course of the lesson.</p>
8	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain to the students that we will be watching a video on the ways that grouping symbols is used. I will explain to the students that the video will cover the vocabulary and the procedures for the ways to evaluate the expressions.</p> <p>We will watch the video. https://study.com/academy/lesson/grouping-symbols-in-math-definition-equations-quiz.html#/lesson</p> <p>Following the lesson, I will elaborate on the concepts that are important that may not have been covered within the lesson. The students and I will review the orders of operation and which things should be done. This review will be essential for the exploring part of the lesson.</p>
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) In order to practice the grouping symbols, the students will be playing who wants to be a millionaire. They will log into the game on their iPads. I will control the game from my computer. The students will be asked questions about the grouping symbols, as well as completing equations related to the grouping symbols. They will be connecting this game to their real life experiences.</p>
5	<p>Review (wrap up and transition to next activity): To review, I will ask the students to explain to me what we learned throughout the lesson. I will ask them to tell me the importance of the sequencing of the expressions.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will check in with the students by looking at the expressions and how they are solving them. I will ask how they got some answers and which parts of the expression gets solved in which order. I will ask them the processes they used and if it makes sense to them.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson, they will be assigned an assignment to review the expressions we used. The students will show their knowledge of the parenthesis, brackets, and braces by completing all of the expressions.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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If I see the students are struggling to solve the expressions, I will go back and reteach what they may be confused on. I will ask them where they are struggling and teach from there.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.

This lesson was kind of rough. I taught the lesson on the parenthesis, brackets, and braces in math expressions. I found half way through my teaching lesson that all of the students were giving me blank stares and were very confused on the process. The students and I worked on labeling what the steps of the problem were. The students had stated that they were ready to move on and work on their problems on their own, so I allowed them to work on some of the problems. During this time, the students still seemed very confused and right between instructional and frustrational levels. I then began to prepare an activity in which they could be able to work together to figure out the problems. The activity would have been a card game where the students were putting equations together and writing the symbols in the appropriate places. Due to a fire drill, we were not able to finish the whole lesson. As soon as we got inside from the fire drill, I asked the students on a scale of 1-5 how comfortable they felt with the information learned. All of the students gave a 4 or 5. I allowed them to begin their homework pages. The students did well with them, asking questions when needed.

I think I would have changed the way the information was taught. I wish I would've planned an interactive lesson with this information and completed that. I think that the students seemed to be uninterested in the information. I think it would have been beneficial for the students to complete something that required them to be hands-on learning.