

## Lesson Plan Template

<b>Grade: 5</b>		<b>Subject: PE and Math</b>	
<b>Materials: Basketballs, Number cards, Stopwatch</b>		<b>Technology Needed: Stopwatch</b>	
<b>Instructional Strategies:</b> € Direct instruction                      € Peer teaching/collaboration/ € Guided practice                              cooperative learning € Socratic Seminar                              € Visuals/Graphic organizers € Learning Centers                              € PBL € Lecture    € Discussion/Debate € Technology integration                      € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> € Large group activity                      € Hands-on € Independent activity                      € Technology integration € Pairing/collaboration                      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b>  5.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one digit number.  S1.E17.5 Dribbling/ball control with hands		<b>Differentiation</b> <b>Below Proficiency:</b> Double check groups to make sure that students below proficiency are in groups that can support them in their factoring. Teacher will be floating to aid with math calculations.  <b>Above Proficiency:</b> Put individuals in groups where they will be able to help others who are below proficiency.  <b>Approaching/Emerging Proficiency:</b> Students will work as a group to help each other with the math calculations. They will take turns dribbling so that the success of the group does not rely on one person.  <b>Modalities/Learning Preferences:</b> Option to collaborate on math work or work individually.	
<b>Objective(s)</b>  The learner will be able to dribble the ball while running. The learner will effectively work as a team to select factors for a given number.  Bloom's Taxonomy Cognitive Level: Remember and Understand factors, Apply dribbling skills		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> For grouping students will pick cards to put them into teams, Put the warm up on the board for them to do when they come in. Have them sit by the board to teach the lesson.			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> create the note cards with numbers on it, gather all supplies, place all the note cards in hula hoops, grab out rack of basketballs, write the warm up on the board (Run 24 divided by 4 minus 3= 3 minutes), have them each grab a basketball and line up on the baseline.		
	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) (Run 24 divided by 4 minus 3= 3 minutes), have them each grab a basketball and lead them with dribbling warm up, right hand dribble, left hand dribble, back and forth, figure eight.		
	<b>Explain:</b> (concepts, procedures, vocabulary, etc.) explaining activity: This morning we are working on our math skills as well as our phyed skills. Our math skill is factoring, have you all worked with factors before? Factors are all of the numbers that can be multiplied together to get a certain number. For the nnumber 10, there are 4 factors. 1 times 10 and 2 times 5. As we go through this activity you will have to find the factors for a number that we give. There are four factors of 15. Can you raise you hand and tell me those factors?  We will be starting on one end of the gym in groups of 4. One at a time, you will send a person from your team to get ONE factor card from our pool at the other end. This person will dribble the ball as they run to the other end, where they can pick up one card that you think is a factor of the number that we have given. They then dribble back and you can send the next person to get another factor card. You cannot go to get the next card until your teammate is back. The first team to have all of the right factors would be our winner of that round.		

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	<p>Morgan goes to the end that we start on, Ella gives 5 as the number to factor. There are 2 numbers that are factors of 5, Morgan will go to get one of them.</p> <p>Ask if there are questions on how the activity works, clarify</p> <p>Give out cards, grouped by numbers (1s together, 2s, 3,s etc)</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will begin the activity, first number is 20 - 1,2,4,5,10,20 16 - 1,2,4,8,16 22 - 1,2,11,22,</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Cut music as the class ends, ask the students to put the cards all back in their hula hoop, and have them line up with their things.</p>
<p><b>Formative Assessment:</b> (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>As students bring numbers back, check to see who is on track and finding the right factors. Monitor for confusion</p> <p>Consideration for Back-up Plan:</p> <p>If students are struggling with factoring, modify for smaller numbers to factor, or switch to skip counting for numbers up to 25.</p>	<p><b>Summative Assessment</b> (linked back to objectives) End of lesson: First group to have all of the factors right will share with the class</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?):</p> <p>Comments from Mr. Porter:</p> <p>Question Suggestion! In the beginning the question was asked if they know their factors. They said yes and the teachers went on. *What if there was a student that did not?</p> <p>2<sup>nd</sup> class- *Teachers played the same role instead of rotating responsibilities. *Music was not turned down when game explanation took place (left it on on purpose)</p> <p>Question- There was a student that is placed on physical restrictions (medical) How do you get the student involved with the class?</p> <p>*Like that they could plan ahead *Leave time to review* *Like how the team can help in selecting which number is next Student seemed to enjoy the activity, they made it race</p> <p>1<sup>st</sup> class- Math problem to find out minutes of running</p> <p>Morgan led dribbling warmup -demonstrated skill first -Students then practiced</p> <p>Question: Some had difficulty with dribbling skills, what was done to correct or help? Ella introduced the main activity, Morgan demonstrated how it would go Numbered cards used for teams <i>Suggestion:</i> Use a dot or square for teams to line up at the line *Great use of the cards for factors, gives instant assessment on the knowledge. Joy is playing a supportive role On "16", some teams grabbed #3 and had to take it back for the #2 <i>Suggestion:</i> Change dribbling skill for each number Morgan lead role, Ella secondary role, Joy supportive</p>	

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4<sup>th</sup>-time changed format to "skip counting"-#3 than #5

Hannah's Comments-

\*have them put cards in order sm>lg to make it easier to see if they were missing any was good

\*Morgan did a lot of the teaching 1<sup>st</sup>&2<sup>nd</sup> class

\*I liked that it was modeled how the students should dribble while running down the court when giving instructions to give visual

2<sup>nd</sup> class: I saw improvements in being more specific in the instructions one student unable to participate in the running, but had him sit w/ a group to help w/ the math portion & given basketball to practice dribbling

\*Students seemed unsure of where to line up

State at the beginning that they should sit down when their team is done

Seemed to be some confusion on 6s & 9s

-I would recommend putting a line under numbers that could be flipped around

Establish what happens if/when someone brings back the wrong number before starting

Maybe cut down the size of the index cards so there isn't as much overlap in the hula hoop making it difficult for some students to find the number even if they already knew it

My Comments-

I thought the lesson overall went really well. The students seemed to be engaged with it and it was fun watching them try to be in competition with each other.

I noticed some of the students did need a little direction to not put down other students which I think Ella and I handled nicely

I was able to get the student during the second class who couldn't fully participate for medical reasons to come help with calculations and dribble a ball while he was sitting.

The students did well following instruction and held the balls when they needed to be held and helped each other out and the students did a pretty good job cheering each other on.

I was put in charge of Leading the lesson the 3<sup>rd</sup> time and I think it went well

There were a few things I forgot to mention that I made sure to add in when I remembered

The students were respectful of me and I was able to speak loud enough that everyone followed

I did leave enough time at the end to have the students tell me what they learned factors were. The students who answered give correct answers and then they built off of each other.