

Lesson Plan Template

Date: 2/11/19

Grade: 2	Subject: Math
Materials: Resource masters T39-T42, worksheet page 285 and 287, pencils, whiteboard easel, small whiteboards, dry erase markers	Technology Needed: active board, interactive clock website, chromebooks
Instructional Strategies: <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"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <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 (small group rotations) Explain:
Standard(s) 2.MD.9 Generate data by measuring lengths of objects to the nearest whole standard unit. Show the measurements by making a line plot, using a horizontal scale marked off in whole-number units.	Differentiation Students have been placed into ability-based groups for daily small group math rotations. The instruction is primarily differentiated during their “meet with teacher” rotation.
Objective(s) By the end of the unit, students will be able to represent and interpret data on a line plot by analyzing several collections of data and creating line plots to represent the data.	Below Proficiency: These students are offered much more support through a scaffolded approach while information is presented. The information is reviewed frequently. Above Proficiency: These students have more time work and problem solve independently. They are challenged to explain their thinking to their peers and work at a quicker pace. Approaching/Emerging Proficiency: These students use the support offered by the scaffolded approach, but have more opportunities to problem solve independently by the end of the rotation. Modalities/Learning Preferences: <u>Visual</u> -Students will have copies of the data collections in front of them for reference <u>Auditory</u> -I will read the directions aloud and group discussion will allow auditory learners to audibly process the methods and strategies. <u>Tactile</u> -students will be able to move to a best-fit spot while creating their own line plot.
Bloom’s Taxonomy Cognitive Level: Analyze; Create	
Classroom Management- (grouping(s), movement/transitions, etc.) Students have been placed in groups of 6 or 7 based on ability level. We begin with a whole group review for the first 10 minutes and then begin 20 minute small group rotations. The poster with the groups will be hanging on the board as a visual reminder during transitions.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students on the dreambox rotation must be at a level 0 voice and cannot leave the dreambox website. Students at the rally coaching rotation must use a level 1 voice and use respectfully work with their partner. Students at the meet with teacher rotation must stay in their designated work area and work respectfully with the other members of their group.
Minutes	Procedures
5	Set-up/Prep: I will have the interactive clock website pulled up with the first time set. As the students come back from lunch, we will regroup by doing a calming brain break activity.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will begin the math lesson by reviewing time on the active board to help the students get their minds’ ready for math. The class will identify the time and answer coinciding questions for about three rounds. The students will then begin their rotations.
2	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Data-the fancy word scientists and mathematicians use for the information they gather • Line Plot-just like the graphs and diagrams we have been studying, a line plot is another way for us to organize data
20 20 20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Rotation 1: Dreambox math on computers • Rotation 2: Rally coaching with Mrs. Bren • Rotation 3: Meet with teacher (Session 2.5-Mystery Teeth Data: Interpreting Data) <ul style="list-style-type: none"> ○ Group 1 (Below proficiency): <ul style="list-style-type: none"> ▪ Review definitions and material from last week (setting up a line plot)

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	<ul style="list-style-type: none">▪ Make line plots together on whiteboards using “Mystery Teeth Data, Class A” (T39)▪ Students will each create their own line plot on worksheet page 287, but we will discuss each step together as they go.○ Group 2 (At proficiency):<ul style="list-style-type: none">▪ Review information from last week (setting up a line plot)▪ Make line plots together on whiteboards using “Mystery Teeth Data, Class A” (T39)▪ Students will independently solve the first question on worksheet page 287, and can ask me or a peer for help if they get stuck○ Group 3 (Above proficiency):<ul style="list-style-type: none">▪ Review information from last week (setting up a line plot)▪ Split the group into Group 3a and 3b<ul style="list-style-type: none">• 3a will begin by independently completing worksheet page 287.• 3b will work with me to analyze data and match line plots with the given data.▪ After 7-8 minutes, 3a and 3b will switch spots
	<p>Review (wrap up and transition to next activity): As the whole class regroup back at the carpet, I will ask a few review questions about today’s lesson before dismissing them to recess.</p> <ul style="list-style-type: none">• What is the fancy word we have been using for the information we gather?• What are we using to represent this data?• What does one “X” represent?
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?) <p>I will collect worksheet page 287 to check which students understand the material and which students need a little more time. The small group discussions will also allow me to evaluate which areas students seem to struggle with the most.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will complete the line plot assessment page: “Representing Age Data” (resource masters 560).</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	