

Lesson Plan Template

Date: 10/4/18

Melissa Mehlhoff

Grade: 5 th Grade	Subject: Math				
Materials: <ul style="list-style-type: none"> American Revolution Fraction Words Worksheet American History and Math Worksheets Pencils Whiteboard Marker 	Technology Needed: <ul style="list-style-type: none"> Laptop Projector 				
Instructional Strategies: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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)	<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: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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 (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<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 (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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Standard(s) <ul style="list-style-type: none"> 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models and equations to represent the problem. 	Differentiation <p>Below Proficiency: Students will complete one fraction addition problem and one subtraction problem with the assistance of a paraprofessional.</p> <p>Above Proficiency: Students will create their own addition and subtraction fraction problems and correctly answer the problems.</p> <p>Approaching/Emerging Proficiency: Students will complete three addition and three subtraction fraction problems.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> Visual: Students will be able to see the math worksheet and watch the teacher demonstrate how to complete the problems. A video demonstrating how to add and subtract fraction problems will be shown to the class. Auditory: The students will be able to listen to the teacher share directions and model how to complete the problem. The student will be able to listen to the video demonstrating how to add and subtract fractions. 				
Objective(s) <ul style="list-style-type: none"> By the end of the lesson, students will demonstrate their knowledge of adding and subtracting fractions by completing the related problems on the worksheet. <p>Bloom's Taxonomy Cognitive Level: II. Understanding</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> Students will listen to the teacher model the problem and state directions. Students will watch the video clip and listen closely. Students will actively participate in the lesson and answer the teacher's questions. 				
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Students will be respectful to their classmates and their teacher. Students will raise their hand when they want to speak. Students will use their walking feet in the classroom. Students will speak at a level 2 voice unless otherwise specified. Students will use their school materials in a responsible manner. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> Students will listen to the teacher model the problem and state directions. Students will watch the video clip and listen closely. Students will actively participate in the lesson and answer the teacher's questions. 				
Minutes	Procedures				
	Set-up/Prep: <ul style="list-style-type: none"> The teacher will have worksheets printed out for students to complete. The teacher will have the video prepared to play before class. The teacher will have solved the problems ahead of time to answer students' questions. 				
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> "We are going to complete a fun Revolutionary War activity, but before we can move on, we need to watch a video on how to add and subtract fractions." The teacher will play the YouTube video displaying how to add and subtract fractions. <ul style="list-style-type: none"> https://youtu.be/5Z2IXsFJULI The teacher will watch the classroom to make sure students are watching the video on how to add and subtract fractions. 				

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15	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none">• The teacher will hand out the same American History and Math Worksheet to all students.• “Now that we have an idea of how to add and subtract fractions, we are going to practice a few problems that are listed on your worksheet. I want you to follow along and help me solve these problems.”• The teacher will complete the three addition and subtraction fraction problems listed on the whiteboard. The teacher will complete the problems step-by-step and have students actively participate in completing the problems. If a multiplication or division problem is listed on the worksheet, the teacher will introduce the concept to the class.• When the class has finished answering the fraction problems, the teacher will have the students assist in answering the rest of the problems on the worksheet.• “Now that we have finished answering all the problems on the worksheet, let’s fill in the blanks on the top of the worksheets. The teacher will wait for the students to state the correct answer in the word blank.
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">• “Great work, fifth graders! I know this activity stretched your brain by adding and subtracting fractions. Now, this next activity is going to be fun! You are going to complete fraction word problems.”• “You have to decode the word by taking the fractions of a variety of words. Let’s work together on the first problem.”• The teacher will have the students complete the rest of the fraction word problems independently. The teacher will answer any of the students’ questions during the activity.
5	Review (wrap up and transition to next activity): <ul style="list-style-type: none">• “Today, we solved addition and subtraction fraction problems. We used the answers to decode the information on the Revolutionary War. We also created words by combining the fractions of a variety of words.”• “Before I dismiss you, I want to see what you have learned about adding and subtracting problems. So, I want you to complete the problem on the whiteboard. When you are finished, I will complete the problem on the board to determine if you were correct. Write this problem on the back of your worksheet.”• The teacher will write the problem on the board and watch students work on the problem independently. After a few minutes, the teacher will go over the problem with the students. The teacher will answer any concerns students have on adding and subtracting fractions.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)<ul style="list-style-type: none">• The teacher will listen to the students’ responses during group time.• The teacher will ask students questions about their work to assess learning.	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none">• The students will hand in their worksheets for the teacher to assess.• The students will be interviewed about their Revolutionary War Pocket Book by the teacher to assess students’ learning throughout the unit.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p>The first time I taught this Math lesson, it was a failure. I wanted to incorporate Social Studies into Math by having students complete a worksheet where Math problems decoded words in the paragraph about the American Revolution. The worksheet contained problems where students were supposed to add, subtract, multiply, and divide fractions. Since Mrs. Naslund doesn’t teach the Math curriculum, we were unsure whether students had covered this content in class yet. So, I was prepared to teach students how to add, subtract, multiply, and divide fractions.</p>	

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The first time I taught the lesson, the students were very overwhelmed with the concept of adding, subtracting, multiplying, and dividing fractions. I was going to have students work on worksheets with different problems. But right after I handed out the worksheets, I knew I was going to have to completely change my lesson. Instead, I decided we were going to go over the worksheet together as a class. So, I had the students turn over the worksheet and just focus on assisting me with completing the worksheet. I think I didn't have the correct wording for helping the students understand the fraction concept which contributed to the student's confusion. For this lesson, I had too many worksheets and not enough content. I didn't let students in on the secret as Mr. Conlon would say.

The second time I taught the lesson I had students watch a Khan Academy video where the instructor explained adding and subtracting fractions. The man in the video demonstrating how to add and subtract fractions covered all the basics that I missed during the previous lesson. I believe the video gave the students a better understanding of how to add and subtract fractions. During the introduction of my first lesson, I had students share major events of the Revolutionary War to lead into the Math problems relating to the American Revolution. However, the Khan Academy video was so helpful in guiding the students in the right direction of adding and subtracting fractions.

After watching the Khan Academy video with the second group, I had the three fraction problems listed on the whiteboard, and we worked together to complete the problems. The students had a better understanding of the steps I was taking when answering the problems. I also went through the rest of the problems on the worksheets because the students had questions on how to complete the problems. Looking back at the lesson, I should have gone to the Cathedral Math teacher and learned what the fifth graders were working on in class. The worksheet I developed the lesson on was created for fifth and sixth graders, but the fifth-grade class will probably not get to the content I went over until closer to the end of the school year.

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The one activity both fifth-grade classes really enjoyed was creating words from fractions of words. The students said the activity was fun, and they found it easier to complete. The words related to key terms in the Revolutionary War and had the students work on adding fractions. Looking back, I think I could have used this worksheet alone to address the concept of adding fractions.

To end the lesson the second time I taught it, I had students answer one problem where they had to subtract fractions because I wanted to grasp whether students gained anything from the lesson. I was pleased when some of the students successfully answered the problem I wrote on the board. Some of the students even stated they understood the concept, and it was easy. Though some students still didn't understand the concept, and if I could, I would like to work with them in a small group to clear their misunderstandings on adding and subtracting fractions.