PASSROAD ELEMENTARY SCHOOL LESSON PLAN

J. Leon		Nov. 15-19		Behavior Mod	GRADE: 3rd-5th

MS FRAMEWORKS COMPETENCY/GOAL	Understand and represent relationships among numbers and compute operations (addition and subtraction) with and without manipulatives. (Reinforcement from last week)				
ATTACH UNIT/FORMAL ASSESSMENT					

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Objective (W/DOK)	a. Create, describe, and extend growing and repeating patterns with physical materials and symbols including numbers.	f. Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line.	f. Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line.	a. Describe, compare, analyze, and classify two-dimensional shapes by sides and angles.	Computer test and review covering the objectives during the week.
BELL RINGER	Work on 3 digit adding, subtraction, multiplication and two digit division.	Work on 3 digit adding, subtraction, multiplication and two digit division.	Work on 3 digit adding, subtraction, multiplication and two digit division.	Work on 3 digit adding, subtraction, multiplication and two digit division.	Work on 3 digit adding, subtraction, multiplication and two digit division.
SET 1. *Establish objective* 2. *Restate objective* 3. *Involve learner*	Students will read the objective on the board or Power Point with the teacher.	Students will read the objective on the board or Power Point with the teacher.	Students will read the objective on the board or Power Point with the teacher.	Students will read the objective on the board or Power Point with the teacher.	Students will log onto their computer and sign in to the web site.
T2O *Explanations* *Directions* *Activities* *Questioning* *Responding*	Two types of patterns are used in tasks related to this objective: repeating and growing. Repeating patterns are those patterns that have a unit like this square and triangle, that repeat over and over again. Ask students to continue the pattern. Ask students to create and extend their own patterns. Ask students to explain.	The introduction of multiplication focuses on the conceptual development by using a variety of models. Arrays model multiplication in rows and columns. In the equation 2 x 3 = 6, the 2 represents the number of rows and 3 represents the number of columns. The product 6 is the total number of objects in the array. (Continued)	Equal-sized groups model multiplication by showing equal-sized groups such as 5 x 3 = 15, where 5 represents the number of groups, and 3 represents the number in each group. Area models are another way to model multiplication. Think of a rectangular area that measures 3 units on one side, and 2 units on the other.	Give students, or pairs of students, quadrilaterals (any four-sided polygon) including rectangles, squares, and parallelograms. Ask them to investigate how they are alike and how they are different. Students will notice that they all have some properties in common, such as opposite sides are parallel, opposite sides are the same length, and opposite angles are the same measure. A square and a rhombus, if included in the parallelograms, have all sides the same length in addition to the other properties. (Continued in	(Through this exploration, students will see that a square is always a rectangle, a parallelogram, and a rhombus. But, a rectangle, parallelogram or rhombus will not necessarily be a square.) Teacher will set up computers, students will log onto the computers and the teacher will model how to log on to the web site and quiz star so they can take their quiz's.
DIFFERENTIATED INSTRUCTION					
Level 1	Extra time, one on one help,	Extra time, one on one help,	Extra time, one on one help,	Extra time, one on one help,	Extra time, one on one help,
Level 2	peer tutoring, teacher	peer tutoring, teacher	peer tutoring, teacher	peer tutoring, teacher	peer tutoring, teacher
Level 3	guided notes, modeling	guided notes, modeling	guided notes, modeling	guided notes, modeling	guided notes, modeling
CLOSURE *Summarize, Involve learner, check for understanding*	Grade worksheets, discuss objectives, review with students what was covered.	Grade worksheets, discuss objectives, review with students what was covered.	Grade worksheets, discuss objectives, review with students what was covered.	Grade worksheets, discuss objectives, review with students what was covered.	Computer grading system gives immediate feedback. Observation
EVIDENCE OF LEARNING *The students will show evidence of learning the competency and objective by:*	By their written work, observation, questioning, worksheet and grades.	By their written work, observation, questioning, worksheet and grades.	By their written work, observation, questioning, worksheet and grades.	By their written work, observation, questioning, worksheet and grades.	Test scores, observation.
Comments	In the afternoon students will be allowed to use the computers for fun if they have completed their classwork and have stayed on task with no behavioral problems.				