

Practicum II Technology Integration Lesson Plan (10/2/20)

Grade: 6		Subject: Math	
Materials: Pen/Pencil, Notebook		Technology Needed: Chromebook	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.		Differentiation Below Proficiency: I will monitor these students more closely throughout the lesson and encourage them to re-watch the videos relating to the content if they are still confused on the main concepts. I will encourage these students to work on the more difficult assignments in class so that I may provide them the help they need. Above Proficiency: These students will be challenged to help peers around them if they seem them struggling. Approaching/Emerging Proficiency: These students will be expected to work through the given homework assignments and ask questions as needed. Modalities/Learning Preferences: Auditory: I will be explaining the lesson verbally, which will help these students better understand the assignments. Visual: I will also be showing the students how to complete the assignments by going through them on the front interactive whiteboard. Kinesthetic: Even though we are not able to use physical spinners, the online spinner is an interactive tool to help engage the kinesthetic learners.	
Objective(s) 1. Students will be able to create rectangles given a specific length and width. 2. Students will be able to demonstrate their understanding of the standard algorithm for dividing two-digit numbers by completing the worksheet. 3. Students will be able to compute the area of composite shapes by counting the number of squares inside. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Application			
Classroom Management- (grouping(s), movement/transitions, etc.) Due to COVID, students remain in their assigned seats for class each day. However, since students are able to socially distance, they are provided 15-minute mask breaks during each class period.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to bring their Chromebooks to class each day charged and ready to use.	
Minutes	Procedures		
5-10	Set-up/Prep: find online interactive spinner since tangible spinners cannot be given to students, print off worksheets, make the keys for the assignments that will be corrected in class today		
30-45	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) After all students complete their AimsWeb test (through TestNav), we will correct the homework assignments that are due. (AimsWeb provides another data point for students' level of understanding for math since some standardized tests were not administered last spring as usual.)		
10-15	Explain: (concepts, procedures, vocabulary, etc.) After correcting the homework, I will introduce Make 24 game, which is a part of their distance learning assignments for the week. The object of Make 24 is to use the four basic math operations on four given numbers to attain an answer of 24. Students may select different difficulty levels to challenge themselves. I will then ask what questions the students still have on the distance learning assignments. Then, I will explain the area of rectangles activity, which will utilize the online interactive spinner I found. The object of this activity is for the students to fit as many rectangles on their grid paper as possible, using the spinner to decide the length and width of each rectangle. Rectangles may not be touching, even if at a corner. There will be a prize for the student who fits the most rectangles on his/her grid paper.		

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	<p>The other two homework assignments for this week are a two-digit divisor worksheet and a “square deal” area worksheet. I will go through the first problem on the square deal worksheet so the students understand how to complete it. Conveniently, the two-digit divisor worksheet already has the first problem worked out for them.</p>
<p>30-45</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) For the remainder of the 90-minute class period, students will have time to work on the area spinner activity, the two-digit divisor worksheet, and the square deal worksheet. I will be walking around the classroom during worktime to monitor student progress and understanding.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): Before the end of class, I will ask the students to pause what they are doing so that I can remind them that the three assignments they have been working on will be due the next day of class (which is a week from now). I will also remind them of the online assignments they have for the week.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will be monitoring student progress and understanding throughout the lesson by asking questions and walking around the classroom.</p> <p>Consideration for Back-up Plan: The AimsWeb assessment should not take students the entire first half of the class period. However, if it does, the second half of class will be utilized more efficiently so the students have a basic understanding of how to complete the three homework assignments.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The summative assessment for the lesson will involve correcting their homework assignments to see how well they understand the content.</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?): The students seemed to like the online interactive spinner. However, some students were distracted and had to be reminded of the task at hand. I have been pleasantly surprised by how attentive and engaged the students are when we correct homework assignments and when I teach or explain new assignments.</p>	

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**Day 1:

- correct homework assignments
- take formative assessment
- exponents review activity
- introducing exponents worksheet
- algebraic expressions scholastic math sheet

**In between lessons:

- analyze results from formative to create review
- create review PowerPoint
- decide on method of review (type of review activity)

**Day 2:

- correct homework assignments
- Review activity
 - *more practice with level three questions
 - *4 problems or so per slide
 - *prepare 2-3 slides
 - *Students will form groups to collaborate through google hangouts
- Summative assessment