

## Lesson Plan Template

<b>Grade: 6</b>		<b>Subject: Mathematics</b>	
<b>Materials: Tasks cards and recording sheets</b>		<b>Technology Needed: Computer</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <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)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.  6.RP.3: Use tables of equivalent ratios, tape diagrams, double number line diagrams, and equations to reason about ratios and rates in real world and mathematical problems		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>These students should be able to create ratios but may need assistance in creating equivalent ratios, creating tables, and creating tape diagrams</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>These students will be able to do all the tasks assigned and will be able to even help their fellow classmates.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>These students will be able to most of the tasks with little assistance but still will need some help from either me or their classmates.</li> </ul> <b>Modalities/Learning Preferences:</b> (what multiple intelligence) <ul style="list-style-type: none"> <li>Visual</li> <li>Logical</li> <li>Interpersonal</li> <li>Intrapersonal</li> </ul>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>The learner will be able to create a ratio given certain circumstances, i.e., a sentence.</li> <li>The learner will be able create a ratio table and then graph a table.</li> <li>The learner will be able to create equivalent ratios</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>Creating</li> <li>Applying</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Students will be able to create their own groups, but they will understand that they will need to get through at least 6 of the problems.</li> <li>Another expectation that will be made clear is that once the student are at tasks they will have to stay at that task till it is completed.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>They will be working in groups</li> <li>The students will be getting up and moving from one task card to the next one.</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
10-15	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>I will make my PowerPoint to go through ratios with the students</li> <li>I will need to print out all the sheets and make sure they are there.</li> </ul>		
35	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>For the first 30 minutes of class the students will do their daily routine of doing Dreambox for the first 30 minutes of class.</li> <li>Then we will watch the “Bad Date” video on mathsnacks.com to introduce the students to ratios.</li> </ul>		
15	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>During this time, I will introduce students to what a ratio is and the three ways a ratio can be written.</li> <li>I also will be showing the students how to make equivalent ratios and how to simplify them.</li> <li>Finally, I will demonstrate how to make a ratio table and how to graph it.</li> </ul>		
20-30	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>Students will be given a recording sheet for the 10 tasks that are lying around in the center of the room they will need to complete at least 6 of the 10 tasks they are given.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• The students will do the around the room task card activity involving;             <ul style="list-style-type: none"> <li>○ Creating ratios</li> <li>○ Simplifying ratios</li> <li>○ Creating equivalent ratios</li> <li>○ Creating ratio tables and graphing them</li> </ul> </li> </ul>	
10-15	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• To wrap things up students will check over the answer keys and compare answers.             <ul style="list-style-type: none"> <li>○ If they got some wrong, they will need to come to and will discuss where there confusion is.</li> </ul> </li> <li>• Once they have corrected their homework and if they have time the students will go on their computers and play ratio rumble to get some more practice with ratios.</li> </ul>	
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> <li>• I will make sure I have meaningful proximity</li> <li>• I will be going around to each group and checking in on them as they go</li> </ul>		<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This will be done after the lesson is given</p>		