

Lesson Plan Template

Grade: 5		Subject: PE and Math	
Materials: Basketballs, Number cards, Stopwatch		Technology Needed: Stopwatch	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice cooperative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)		Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 5.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one digit number. S1.E17.5 Dribbling/ball control with hands		Differentiation Below Proficiency: Double check groups to make sure that students below proficiency are in groups that can support them in their factoring. Teacher will be floating to aid with math calculations. Above Proficiency: Put individuals in groups where they will be able to help others who are below proficiency. Approaching/Emerging Proficiency: Students will work as a group to help each other with the math calculations. They will take turns dribbling so that the success of the group does not rely on one person. Modalities/Learning Preferences: Option to collaborate on math work or work individually.	
Objective(s) The learner will be able to dribble the ball while running. The learner will effectively work as a team to select factors for a given number. Bloom's Taxonomy Cognitive Level: Remember and Understand factors, Apply dribbling skills			
Classroom Management- (grouping(s), movement/transitions, etc.) For grouping students will pick cards to put them into teams, Put the warm up on the board for them to do when they come in. Have them sit by the board to teach the lesson.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: create the note cards with numbers on it, gather all supplies, place all the note cards in hula hoops, grab out rack of basketballs, write the warm up on the board (Run 24 divided by 4 minus 3= 3 minutes), have them each grab a basketball and line up on the baseline.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) (Run 24 divided by 4 minus 3= 3 minutes), have them each grab a basketball and lead them with dribbling warm up, right hand dribble, left hand dribble, back and forth, figure eight.		
	Explain: (concepts, procedures, vocabulary, etc.) explaining activity: This morning we are working on our math skills as well as our phyed skills. Our math skill is factoring, have you all worked with factors before? Factors are all of the numbers that can be multiplied together to get a certain number. For the ynumber 10, there are 4 factors. 1 times 10 and 2 times 5. As we go through this activity you will have to find the factors for a number that we give. There are four factors of 15. Can you raise you hand and tell me those factors? We will be starting on one end of the gym in groups of 4. One at a time, you will send a person from your team to get ONE factor card from our pool at the other end. This person will dribble the ball as they run to the other end, where they can pick up one card that you think is a factor of the number that we have given. They then dribble back and you can send the next person to get another factor card. You cannot go to get the next card until your teammate is back. The first team to have all of the right factors would be our winner of that round.		

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	<p>Morgan goes to the end that we start on, Ella gives 5 as the number to factor. There are 2 numbers that are factors of 5, Morgan will go to get one of them.</p> <p>Ask if there are questions on how the activity works, clarify</p> <p>Give out cards, grouped by numbers (1s together, 2s, 3s etc)</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will begin the activity, first number is 20 - 1,2,4,5,10,20 16 - 1,2,4,8,16 22 - 1,2,11,22,</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Cut music as the class ends, ask the students to put the cards all back in their hula hoop, and have them line up with their things.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>As students bring numbers back, check to see who is on track and finding the right factors. Monitor for confusion</p> <p>Consideration for Back-up Plan:</p> <p>If students are struggling with factoring, modify for smaller numbers to factor, or switch to skip counting for numbers up to 25.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: First group to have all of the factors right will share with the class</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?):</p>	