Solar lesson plan

Grade area: 5th

Subject: Math

Materials Needed:

Whiteboards, Pencils, paper, and math text book

Objectives:

 Students use estimation to find approximate solutions to division problems with two-digit divisors using compatible numbers.

Standards:

5.NBT.B.6 – Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and /or area models.

Learning activities:

Students will complete the daily common core worksheet.

Students will complete the problem-based interactive learning as a class on page 110b.

Students will be asked if they comprehend the question and answer, they will answer with a thumbs up or thumbs down. If student has a thumb down the question will be answered and explained.

Students will put their answers on a whiteboard and raise them up so the teacher may see their work and answer.

Problem-based learning will be written on a board and students will be prompted to answer questions and support their reasoning.

Students will watch the visual learning video on pearsonrealize.com

Students will be prompted with questions on the reasoning and use behind compatible numbers while dividing during the video.

Students will integrate obtained knowledge into four questions from each section on page 110 picked by the teacher.

Students will be given a worksheet from the practice section of pearsonrealize.com

Assessments:

Students will be assessed on their ability to complete worksheet from the practice section of pearsonrealize.com

Students will be assessed on their assessed on their ability to complete and answer questions on the daily common core worksheets.

Students will be assessed with a thumbs up or thumbs down method. If students have a thumbs down the question will be addressed and explained.

Students will be assessed on their answers they put on their whiteboard. The teacher will make notes if the student is getting them right with ease and quickness, if they student is struggling but still getting them right, or if they are getting wrong answers consistently.

Reflection:

 This lesson went alright. I believe it had great planning, but not the best execution. I took too long on getting feedback from each individual student. I could have been more productive in how I went about it by walking around the classroom and seeing the work from each student. A few students were also looking off of each other’s whiteboards. I talked to the students to make sure they truly understood the material and task at hand. I did feel that the students made some progress in their task though. Many students the day before were stressed and panicking over this lesson, but I feel like I calmed some nerves.