

# Active Learning Daily Lesson Plan



ACTIVE LEARNING  
FOCUS

Class period	Date and time frame	# of students	Unit

## BACKWARDS PLANNING

<b>Learning goals and skill goals</b> (How will you share them with students?)	
<b>Essential questions or enduring understanding</b>	
<b>Standards met</b>	
<b>Success criteria</b> (What will be your evidence of learning? How will you share the success criteria with students?)	

## DETAILED AGENDA

Time Frame	Student Actions	Individual, Pairs, Small Group, or Whole Class?	Teacher Actions	Resources or Materials
5-10 mins	Opener (bell-work, etc.):			
	Closing (exit ticket, etc.)			

## Did you include your essentials?

- Established, consistent daily routines
- Opener (warm-up or bell ringer, etc.)
- Teacher activities: modeling or think aloud; guided practice or mini lesson
- Student activities: large or small group [cooperative learning](#), [individual, self-paced work](#), [active learning strategies](#), [student choice](#)
- Other (please explain)
- [Assessment/evidence of learning](#) (formative and summative)
- Opportunities for [feedback](#) ([self-assessment and peer review](#), and/or teacher feedback)
- Closing (exit ticket, etc.)

Plans for <a href="#">Differentiation</a>	
Content	
Process	
Product	

## EXAMPLE

Class period	Date and time frame	# of students	Unit
2	Aug 22, 2023	26	Volume

### BACKWARDS PLANNING

<b>Learning goals and skill goals</b> (How will you share them with students?)	Students will learn how to calculate the volume of a rectangular prism when given a formula.
<b>Essential questions or enduring understanding</b>	How can you calculate the volume of a rectangular prism?
<b>Standards met</b>	Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.
<b>Success criteria</b> (What will be your evidence of learning? How will you share the success criteria with students?)	<b>Exit ticket:</b> Students will be able to solve three problems on a personal white board, with support from the teacher.

## DETAILED AGENDA

Time Frame	Student Actions	Individual, Pairs, Small Group, or Whole Class?	Teacher Actions	Resources or Materials
5 min	<b>Opener/warm-up:</b> Students respond to the following journal prompt: Look at the three objects on the table at the front. Which one do you think has the largest volume? Which one do you think has the smallest? How could you find out for sure?	Individual	Set a cereal box, tissue box, and an empty cardboard delivery box on the front table before students arrive.  If time, ask students to share their ideas.	Student journals  Three rectangular prisms: cereal box, tissue box, delivery box
15 min	<b>Cooperative learning, active learning:</b> Students will use base 10 blocks to find the area of a 2x4 rectangle (8 units). They will then explore what happens when they stack more 2x4 rectangles on top of the original (two levels - volume is 16 units, 3 levels - volume is 24 units, etc.). Students will be encouraged to try other examples until the concept of volume is solidified.	Small group	Monitoring student understanding, responding to questions, modeling if needed	Base 10 blocks for each small group
10 min	<b>Class discussion:</b> Students will first watch a video introducing volume. This will lead to a class discussion about the formula for volume and how the formula is related to the hands-on work they just did in their small groups.	Whole class	Facilitating class discussion: make connection back to warm-up and activity in groups. What have they learned?	Video link, projector
5 min	<b>Teacher modeling:</b> Work out a sample problem on the class whiteboard.	Teacher-led whole class	Modeling sample problem	Class whiteboard
10-20 min	<b>Individual practice/exit ticket:</b> Students complete individual practice on their personal white boards (3 problems).	Individual practice	Monitoring understanding, checking white boards, providing feedback and homework practice sheets for students who need more practice	Personal whiteboards

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- Closing (exit ticket, etc.)

### Plans for [Differentiation](#)

<b>Content</b>	Multiple modalities: 3D examples and blocks
<b>Process</b>	
<b>Product</b>	Exit ticket: provide extra problems for students who need more practice

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