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[TEMPLATE]

# Daily Lesson Plan

| Class period | Date and time frame | # of students | Unit |
|---|---|---|---|
| | | | |

## Backwards Planning

| | |
|---|---|
| **Learning goals and skill goals** (How will you share them with students?) | |
| **Essential questions or enduring understanding** | |
| **Standards met** | |
| **Success criteria** (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.): | | | |
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| | **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 Differentiation | |
|---|---|
| **Content** | |
| **Process** | |
| **Product** | |

# [EXAMPLE]

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

## Backwards Planning

| | |
|---|---|
| **Learning goals and skill goals** (How will you share them with students?) | Students will learn how to calculate the volume of a rectangular prism when given a formula. |
| **Essential questions or enduring understanding** | How can you calculate the volume of a rectangular prism? |
| **Standards met** | 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. |
| **Success criteria** (What will be your evidence of learning? How will you share the success criteria with students?) | **Exit ticket:** Students will be able to solve five 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 | **Opener/warm-up:** Students respond to the following journal prompt: What write you know about the volume of a 3-D shape. | Individual | Responding to questions | Student journals |
| 15 min | **Cooperative learning, active learning**: Students will use base 10 blocks to find the area of a 2x4 | Small group | Monitoring student understanding, responding to | Base 10 blocks for each small group |

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|---|---|---|---|---|
| | 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. | | questions, modeling if needed | |
| 10 min | **Class discussion**: 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 | Video link, projector |
| 5 min | **Teacher modeling**: Work out a sample problem on the class whiteboard. | Teacher-led whole class | Modeling sample problem | Class whiteboard |
| 10-20 min | **Individual practice/exit ticket:** Students complete individual practice on their personal white boards (5 problems). | Individual practice | Monitoring understanding, checking white boards, providing feedback and homework practice sheets for students who need more practice | Personal whiteboards |

**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 Differentiation | |
|---|---|
| **Content** | |
| **Process** | |
| **Product** | Exit ticket: provide extra problems for students who need more practice |