

6th Grade Math Lesson Plan

Teacher: 1st Year Math Teacher in Middle School

Grade/Subject: 6th Grade Math

Students: I have 23 students in this 7th hour class. 12 of the students are on grade level. 11 of the students have had difficulty with the content lately and have been falling behind the others. 5 of the students are getting very far behind. Several of the students are having trouble with dividing decimals, and multiplying and dividing fractions which may cause a problem with being able to create equivalent fractions for this lesson. At least three times a week, I pull these students aside to give them about 20 minutes of small group instruction in the areas where they are falling behind. Three of these students seem to be benefitting from this extra support, but the other two may need additional individual instruction. A few of the students are not engaging with the new Whole Brain Teaching strategies because they think they are too cool for the gestures and for the songs and chants.

Learning Objective & Targets:

1) Equivalent Ratios: Ratios that name the same comparison

2) Identify Proportions: Equation stating that 2 ratios are equivalent

Students will be introduced to the definitions of these 2 mathematical concepts and be asked to use what they know about manipulating ratios to produce equivalent ratios.

Learning Standards:

CCSS Math 6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

Materials: Binder, Spiral notebook, Note notebook, pencils

Structure of the Class (60 minute class period):

- Review and correct homework (15 minutes) Whole group
- Learning Target: Equivalent Ratios and Identifying Proportions
 - Define Equivalent Ratios and Proportion in their note notebooks (15 minutes)
 - Whole Group Whole Brain Teaching Strategies Mirror and Teach-OK
- Model finding equivalent ratios and identifying proportions (10 minutes)
 - Whole Group Whole Brain Teaching Strategies Teach-OK
- Practice in spiral finding equivalent strategies and identifying proportions (20 minutes)
 - Individual work time in their spiral notebooks

Assessment:

- Review and correct homework: I will ask individual students to compare their answers on the homework to the answers that I put up on the board. I will have students tell me which math problems they got wrong. We will go through and correct them as a whole group.
- During Teach-OK times, I will walk around the room listening to the explanations that students give each other to monitor whether they are understanding the definitions and math procedures.
- During practice time at the end of the lesson, I will walk around the room checking the student's work, asking questions to check for understanding and whether they were able to transfer the learning from today's lesson to the math problems in their textbooks. I will work with individual students when I notice errors.