Lesson Plan Template

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**: | | **Your Preparation**: | | **Agenda (w/times)**:  Do Now(5mins)  Purpose and Objective(1mins)  Teaching (20mins)  Structured Practice (10mins)  Guided Practice (10mins)  Homework( 4mins) |
| **Getting Your Students Ready** | | | | |
| \***Do Now**:  Introduce students to the ideas of time, distance, and rate. A whole class discussion about what affects time and how time can move slower or faster and that different things have an effect on how things move or don’t move. | | | | |
| **Objective**: Define what time, distance and rate is. | | | **Proving behavior**: Exit Slip simply having them define the class generated definitions of time and distance and rate | |
| **Purpose**: *We are doing this because…* | | | | |
| **Teaching** | | | | |
| Step 1:Break down the idea of time (5mins) | Say: What is time? What is the purpose of time? How do you measure time? Introduce Delta to the students and how it relates to time. (1 minute)  See: Collective answers written on whiteboards  \*Do: Have the students work in groups in order to come up with answers to the questions that I ask them about time. Come together in groups and have one person write down the collective answers of the group. | | | |
| Step 2: Break down the idea of distance | Say: What is distance? What are the different ways that we measure distance? Why is distance important? (1minute)  See: Collective answers written on whiteboards.  \*Do: In groups the students in order to come up with the answers to each of the questions. | | | |
| Step 3:Break down the idea of rate | Say:  See:  \*Do: | | | |
| Step 4:Introduce position as related to distance | Say:  See:  \*Do: | | | |
| Step 5:Introduce motion | Say:  See:  \*Do: | | | |
| Step 6: | Say:  See:  \*Do: | | | |
| **Practice** | | | | |
| \***Structured Practice** (3-4 additional examples led by teacher with gradually quickening pace, helping students approach automaticity by manipulating time, materials, and group size) | | | | |
| Time: 5mins  Materials: Timer  Group Size: Whole Class | Example 1  Have a student volunteer. Once the student volunteers have the student start at one end of the room and have one student have a timer and all of the other students to use the clock in the classroom in order to time how long it takes for the student to walk from one end of the room to the other. Measure this in seconds. Do the same with a student crawling. Measure this in seconds. Do the same with a student crab walking. Measure this in seconds.  Ask Questions: | | | |
| Time:  Materials:  Group Size: | Example 2 | | | |
| Time:  Materials:  Group Size: | Example 3 | | | |
| Time:  Materials:  Group Size: | Example 4 | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: (from proving behavior) | | | Criteria for Mastery: | |
| Independent Practice (Homework) | | | | |
| Explain Homework: | | | | |
| **Closure** | | | | |
| Explain Closure: | | | | |

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| **VIP** | | |
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