UNE Standards-Based Lesson Plan Template – Aligned to the 5Es

Content: Lesson 18 - Find the volume of right rectangular prisms by packing with improvised units.
Grade Level: 5th Grade
Lesson Title: Build a Prism with Prisms
Duration: 1 60-Minute Period

	Standard	**5-M5-TC** In module 5, students connect operations to geometric concepts. They find the area of rectangles with fraction side lengths, multiply mixed numbers, and find the volume of right rectangular prisms. Students also categorize two-dimensional figures in a hierarchy.
Before Lesson ***Where am I going?***	**Student Learning Objective (SLO)/Target:** ○ **Skills/knowledge** ○ **Conditions - How they show you** ○ **Criteria - how you measure their learning**	Students will be able to find the area of rectangles with fractional side lengths, multiply mixed numbers, calculate the volume of right rectangular prisms, and categorize two-dimensional figures in a hierarchy based on their attributes. Students will be able to show me their understanding of the material by completing a specific amount of problems in their workbook.
	Meaningful Formative Assessment of Student Learning in meeting the daily learning objective: ● **During the lesson (informal) and at the end of the lesson (more formal)**	Students will work in their math workbooks to complete the problems they've been assigned. During this time, they will work with a partner or small group to check their understanding, talk through their thinking, and help each other solve the problems.
	Materials:	- Math workbooks - Pencil

<u>During Lesson</u> ***How will I get there?***	**Opening Procedures:** ***<u>ENGAGE</u>*** • **Hook** • **Activation of prior knowledge** • **Warm-up**	**10 Minutes:** I will have students start with a problem they've done before when they first come into class.
	Instructional Strategies: **Allotted Time for each activity:** ***<u>EXPLORE</u>*** ***<u>EXPLAIN</u>*** ***<u>ELABORATE</u>*** **It is important to use the gradual release of responsibility in your lesson plan. You provide direct instruction and modeling in the I DO stage (you're riding the bike). You support during the WE DO stage (keep the training wheels on) until they are ready to go and work independently in the YOU DO stage (no training wheels).**	**I Do (Direct teaching)** **Allotted Time: 5 Minutes** I will introduce how the students are going to be working in their math books and working together to complete the task. **We Do (Teaching but pulling the students into the conversation)** **Allotted Time: 5 Minutes** I will discuss the entrance ticket problems and have students join in to show me their thinking. I will also ask students if they'd like to build, if they agree, or if they have a question regarding the problems. **You Do (Students work on their own)** **Allotted Time: 30 Minutes** Students will work on their own, in partnerships, or in small groups to complete the math workbook problems that have been assigned to them. I will also put a timer on to see how far each student can get. At the end, students will also have an exit ticket that is in the math book that will sum up the lesson we had worked on.

	UDL: Plan for obvious barriers that will come up, anticipate. **Differentiation and other instructional/ management considerations:** ● **<u>Content</u> - what they read, write** ● **<u>Process</u> - how they learn** ● **<u>Product</u> - how they show you what they have learned**	**Anticipate Barriers:** - Physical disability - Dyslexia or dysgraphia - Learning disability **Differentiating for Particular Student Needs:** - **Physical Disability:** Provide digital or voice-controlled tools (such as calculators, screen readers, or speech-to-text software) to assist with reading, writing, and solving problems. Allow flexible response methods, such as verbal answers or using adaptive technology, instead of written work. - **Dyslexia or Dysgraphia:** Use color-coded worksheets or visual aids for organizing problems. Allow students to use assistive technologies such as text-to-speech or speech-to-text tools to help with reading and writing. Break down instructions into smaller, manageable steps and give extra time for completing tasks. - **Learning Disability:** Offer hands-on activities or manipulatives to help students physically visualize the concepts. Simplify problems into smaller parts and provide extra practice with step-by-step guidance.
<u>After Lesson</u> ***How will I know if my students have arrived?***	**Evaluation of Student Learning Objective:** ***(If you did not teach the lesson then you must anticipate these answers)*** ***<u>EVALUATE</u>***	**Analyze the collected data, making data-based instructional decisions** I will know students have met the learning objective if they can accurately solve the assigned math problems in their workbooks, explain their thinking to a partner or me, and demonstrate understanding during group discussions and check-ins. Their ability to apply operations to geometric concepts and clearly communicate their reasoning will show mastery of the material.

	Reflection: ***(If you did not teach the lesson then you must anticipate these answers)***	I will know I have effectively taught the material if students are engaged, ask thoughtful questions, and confidently solve the assigned problems. If they can explain their thinking, support their peers, and show growth from previous lessons, it will reflect that my instruction was clear, supportive, and aligned with their learning needs.