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Integrated Lesson Plan Template			
Teacher Name:	Bobbi Gokocheca	Title of Lesson Plan:	A Strategy for Solving Word Problems
Grade Level:	3 - 6	Subject Area(s):	Math
School/District:	Eureka County School District	Time Frame to complete lesson:	1 Hour
Summary:	This lesson gives students an eight step strategy that will help them solve word problems. They will learn the order of the steps involved, and have a template that they can use to help them as they encounter word problems in math lessons. This lesson is used as a guide for solving word problems, so they will be assessed on the correct use of the strategy, not the correct answer to the word problems given.		
Standards:	<p>6.3.1, 6.4.1 - Select and apply strategies to solve practical and mathematical problems.</p> <p>7.3.5, 7.5.6 - Identify and translate key words, phrases that imply math operations.</p> <p>7.3.7, 7.4.5 - Use and understand models, pictures, diagrams, and tables of mathematical ideas to solve problems.</p> <p>7.3.16 - Express math ideas; use them to define, compare, and solve problems.</p> <p>8.3.11, 8.4.11 - Determine relevant or sufficient information to solve a problem.</p> <p>6.4.5 - Interpret and evaluate results.</p> <p>8.5.11, 6.6.10 - Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.</p> <p>6.6.7 - Apply multi-step, integrated, mathematical problem solving strategies.</p>		

TEACHER FORMAL CLASSROOM OBSERVATION FORM

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Teacher's Name: _____ Date: _____
 Grade/Subject: _____ Time: _____

Directions: This form can be used by the evaluator to document during formal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth. **It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.**

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> Addresses appropriate curriculum standards Facilitates students' use of higher level thinking skills Demonstrates ability to link present content with past and future learning Demonstrates an accurate knowledge of the subject matter checking for understanding Demonstrates skills relevant to subject area(s) utilizing best practices based on current research Bases instruction on goals that reflect high expectations Demonstrates an understanding of the knowledge of development 	<p>Specific Examples:</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> Analyzes and uses student learning data to inform planning. Plans instruction and time for realistic pacing Plans for differentiated instruction Develops appropriate long- and short-range plans and adapts plans Coordinates plans with appropriate colleagues 	<p>Specific Examples:</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> Addresses individual learning differences Uses rigorous instructional strategies Use instructional technology Engages students Builds on prior knowledge Communicates clearly Maximizes instructional learning time Implements the Gradual Release Model 	<p>Specific Examples:</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

Sample Weekly Lesson Plan
 Toddlers

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning Activities	Children assist with simple morning tasks (opening the classroom). Children participate in prepping activities for the day. Open exploration of the classroom.				
Assessment or teacher strategy					
Social Emotional	Hide and Seek in large cardboard boxes. Sing "Where is Katy" song with children's pictures. Take pictures for scrap-book: the process of washing, mashing and eating mash potatoes.				
Assessment or teacher strategy	Teachers will take pictures of children involved with the different steps of mashing potatoes.				
Sensory	Rub shaving cream on tabletops. Wash/scrub potatoes for food activity	Explore different textured balls.	Rub shaving cream on tabletops. Explore oatmeal - dump and scoop with cups.	Explore different textured balls.	Wash plastic balls in soapy water tubs.
Assessment or teacher strategy	Teachers encourage children to touch the shaving cream and talk about its sensory properties.	Teacher will have different textured balls for children to explore, describing the texture (soft, rough, sticky, etc.).			Teacher will invite children to place balls inside the tubs to wash.
Gross Motor	Move to music with streamers.	Mash potatoes with mashers.	Move through large wooden shapes.	Throw different sized bean bags into baskets.	Move bodies on riding toys in the classroom.
Assessment or teacher strategy	Teachers encourage and model large muscle movements such as up and down.	Teachers will involve children in the process of cooking and setting up materials for mashing potatoes. Teachers will model using mashers.	Teachers assist as needed.		Teachers bring in outdoor scooter, push and play toys from outside.
Outdoor Activities	Run and yell through tunnels - weather permitted. Discuss changes in weather.				
Assessment or teacher strategy	Teachers draw attention to physical changes in environment - wet, cold, windy, etc.				
Health & Nutrition	Eat healthy foods for snacks - bananas and mash potatoes.				

