5E Lesson Plan

Week: 1

Teacher: Jane Doe	Date: Week of:	19-Aug	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.1		
Bell Ringer:	1	Thru	**6**
	(Section 1-1)		
Objective: Students will know and be able to: "Solve for the indicated variable".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**		

6 25 12 12 12 12 6

Essential Question:	What do we mean by variable?

Differentiation strategies to meet diverse learner needs:

• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Solve for the indicated variable". http://www.5min.com/Category/Top] Discuss with the students "Real World" applications such as Add, Subtract, Multiply and Divide using variables, etc.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [Group Work Lab]
Students were asked to "Solve for the indicated variable". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve for the indicated variable".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Add, Subtract, Multiply and Divide using variables".

5E Lesson Plan

Week: 2

Teacher: Jane Doe	Date: Week of:	26-Aug	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.8		
Bell Ringer:	**7**	Thru	**12**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Graph linear equations in slope-intercept form".	

Essential Question:	In the linear equation y = 2x, what is the y-intercept?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Graph linear equations in slope-intercept form". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve one-step equations" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [Group Work Lab]
Students were asked to "Identify numbers according to their classification". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Graph linear equations in slope-intercept

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Graph linear equations in slope-intercept form".

5E Lesson Plan

Week: 3

Teacher: Jane Doe	Date: Week of:	2-Sep	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.8		
Bell Ringer:	13	Thru	18

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Graph equations written in Standard Form".	

Essential Question:	- a/b represents what value?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Graph equations written in Standard Form". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Graph equations written in Standard Form" used in their daily lives.

HOMEWORK: [Workbook]
Page 238; 1 - 9 Graph each linear equation.

EXPLANATION [Group Work Lab]
Students were asked to "Graph equations written in Standard Form". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Graph equations written in Standard

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Graph equations written in Standard Form".

5E Lesson Plan

Week: 4

Teacher: Jane Doe	Date: Week of:	9-Sep	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.3		
Bell Ringer:	**19**	Thru	**24**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Solve Systems of Equations using the Graph Method".	

Essential Question:	What is a "system" of equations?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Solve Literal equations". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Solve Systems of Equations using the Graph Method" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations using the Graph Method". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations using the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations using the Graph Method".

5E Lesson Plan

Week: 5

Teacher: Jane Doe	Date: Week of:	16-Sep	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.14		
Bell Ringer:	**25**	Thru	**30**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Solve Systems of Equations using the Elimination Method".	

Essential Question:	What is a "system" of equations?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Solve Literal equations". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve Systems of Equations using the Elimination Method" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations using the Elimination Method". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations using the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations using the Elimination Method".

5E Lesson Plan

Week: 6

Teacher: Jane Doe	Date: Week of:	23-Sep	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.1.4		
Bell Ringer:	**31**	Thru	**36**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Solve Systems of Equations using the	

Essential Question:	What is a "system" of equations?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Solve Systems of Equations using the Substitution Method". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve Systems of Equations using the Substitution Method" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations using the Substitution Method". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations using the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations using the Substitution Method".

5E Lesson Plan

Week: 7

Teacher: Jane Doe	Date: Week of:	30-Sep	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.4		
Bell Ringer:	**37**	Thru	**42**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Multiply binomials using the F.O.I.L." method".	

Essential Question:	What does a graph of a linear Inequality look like?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Graph Inequalities". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Multiply binomials using the F.O.I.L." method" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Multiply binomials using the F.O.I.L." method". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Multiply binomials using the F.O.I.L."

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Multiply binomials using the F.O.I.L." method".

5E Lesson Plan

Week: 8

Teacher: Jane Doe	Date: Week of:	7-Oct	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.4		
Bell Ringer:	43	Thru	48

Objective: Students will know and be able to: "Solve and Graph Inequalities".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What does a graph of a linear Inequality look like?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Graph Inequalities". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve and Graph Inequalities" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve and Graph Inequalities". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve and Graph Inequalities".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve and Graph Inequalities".

5E Lesson Plan		Week: 9
Teacher: Jane Doe	Date: Week of: 14-Oct	**Pahokee High School**
Room 311	**Algebra I**	
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards	
Materials:		

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.4		
Bell Ringer:	**49**	Thru	**54**

Objective: Students will know and be able to: "Solve and Graph Inequalities".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What does a graph of a linear Inequality look like?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Graph Inequalities". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Solve and Graph Inequalities" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve and Graph Inequalities". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve and Graph Inequalities".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve and Graph Inequalities".

5E Lesson Plan **Week: 10**

Teacher: Jane Doe	Date: Week of:	21-Oct	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.9		
Bell Ringer:	**55**	Thru	**60**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Simplify Mathematical expressions using Order of	

Essential Question:	What does P.E.M.D.A.S. mean?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Simplify Mathematical expressions using Order of Operation". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Simplify Mathematical expressions using Order of Operation" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Simplify Mathematical expressions using Order of Operation". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Simplify Mathematical expressions using

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Simplify Mathematical expressions using Order of Operation".

5E Lesson Plan **Week: 11**

Teacher: Jane Doe	Date: Week of:	28-Oct	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.4		
Bell Ringer:	**61**	Thru	**66**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Calculate Rate of Change or Slope".	

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Calculate Rate of Change or Slope". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Calculate Rate of Change or Slope" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Calculate Rate of Change or Slope". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Calculate Rate of Change or Slope".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Calculate Rate of Change or Slope".

5E Lesson Plan

Week: 12

Teacher: Jane Doe	Date: Week of:	4-Nov	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.7		
Bell Ringer:	**67**	Thru	**72**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine the slope and y-intercept from an equation in	

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Determine the slope and y-intercept from an equation in slope intercept form". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine the slope and y-intercept from an equation in slope intercept form" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine the slope and y-intercept from an equation in slope intercept form". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine the slope and y-intercept from

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine the slope and y-intercept from an equation in slope intercept form".

5E Lesson Plan

Week: 13

Teacher: Jane Doe	Date: Week of:	11-Nov	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.7		
Bell Ringer:	**73**	Thru	**78**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Use the Point-Slope Formula to determine slope".	

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Use the Point-Slope Formula to determine slope". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Use the Point-Slope Formula to determine slope" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use the Point-Slope Formula to determine slope". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use the Point-Slope Formula to

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use the Point-Slope Formula to determine slope".

	5E Lesson Plan		**Week: 14**
Teacher: Jane Doe	Date: Week of:	18-Nov	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.___._._._		
Bell Ringer:	**79**	Thru	**84**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Have a Nice ThanksGiving Holiday".	

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************ **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Have a Nice ThanksGiving Holiday". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Have a Nice ThanksGiving Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice ThanksGiving Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice ThanksGiving Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice ThanksGiving Holiday".

5E Lesson Plan

Week: 15

Teacher: Jane Doe	Date: Week of:	25-Nov	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.7		
Bell Ringer:	**85**	Thru	**90**

Objective: Students will know and be able to: "Use the Point-Slope Formula to determine slope".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Use the Point-Slope Formula to determine slope". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Use the Point-Slope Formula to determine slope" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use the Point-Slope Formula to determine slope". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use the Point-Slope Formula to

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use the Point-Slope Formula to determine slope".

5E Lesson Plan

Week: 16

Teacher: Jane Doe	Date: Week of:	2-Dec	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.13, MA.912.G.3.14		
Bell Ringer:	**91**	Thru	**96**

Objective: Students will know and be able to: "Solve Systems of Equations".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	Where do we find the solution using the "graph" method?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Solve Systems of Equations". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Solve Systems of Equations" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations".

5E Lesson Plan

Week: 17

Teacher: Jane Doe	Date: Week of:	9-Dec	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.13, MA.912.G.3.14		
Bell Ringer:	97	Thru	102

Objective: Students will know and be able to: "Solve Systems of Equations".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	Where do we find the solution using the "graph" method?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Solve Systems of Equations". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve Systems of Equations" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations".

5E Lesson Plan

Week: 18

Teacher: Jane Doe	Date: Week of:	16-Dec	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.13, MA.912.G.3.14		
Bell Ringer:	**103**	Thru	**108**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Solve Systems of Equations".	

Essential Question:	Where do we find the solution using the "graph" method?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Solve Systems of Equations". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Solve Systems of Equations" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Solve Systems of Equations". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Solve Systems of Equations".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Solve Systems of Equations".

5E Lesson Plan

Week: 19

Teacher: Jane Doe	Date: Week of:	23-Dec	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.___._._._		
Bell Ringer:	**109**	Thru	**114**

Objective: Students will know and be able to: "Have a Nice Christmas Holiday".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Have a Nice Christmas Holiday". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Have a Nice Christmas Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice Christmas Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice Christmas Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice Christmas Holiday".

5E Lesson Plan

Week: 20

Teacher: Jane Doe	Date: Week of:	30-Dec	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.___._._._		
Bell Ringer:	**115**	Thru	**120**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Have a Nice Christmas Holiday".	

Essential Question:	What does rise over run mean?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************** **KAGAN Strategy: "Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Have a Nice Christmas Holiday". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Have a Nice Christmas Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice Christmas Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice Christmas Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice Christmas Holiday".

5E Lesson Plan

Week: 21

Teacher: Jane Doe	Date: Week of:	6-Jan	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.4.12		
Bell Ringer:	**121**	Thru	**126**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Graph Inequalities using 2 variables".	

Essential Question:	Where do we find the solution graphing Inequalities?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Graph Inequalities using 2 variables". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Graph Inequalities using 2 variables" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Graph Inequalities using 2 variables". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Graph Inequalities using 2 variables".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Graph Inequalities using 2 variables".

5E Lesson Plan

Week: 22

Teacher: Jane Doe	Date: Week of:	13-Jan	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.4.12		
Bell Ringer:	**127**	Thru	**132**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Graph Inequalities using 2 variables".	

Essential Question:	Where do we find the solution graphing Inequalities?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Graph Inequalities using 2 variables". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Graph Inequalities using 2 variables" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Graph Inequalities using 2 variables". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Graph Inequalities using 2 variables".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Graph Inequalities using 2 variables".

5E Lesson Plan

Week: 23

Teacher: Jane Doe	Date: Week of:	20-Jan	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.3.4.12		
Bell Ringer:	**133**	Thru	**138**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Graph Inequalities using 2 variables".	

Essential Question:	Where do we find the solution graphing Inequalities?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Graph Inequalities using 2 variables". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Graph Inequalities using 2 variables" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Graph Inequalities using 2 variables". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Graph Inequalities using 2 variables".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Graph Inequalities using 2 variables".

5E Lesson Plan

Week: 24

Teacher: Jane Doe	Date: Week of:	27-Jan	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**139**	Thru	**144**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan		Week: 25
Teacher: Jane Doe	Date: Week of: 3-Feb	**Pahokee High School**
Room 311	**Algebra I**	
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards	
Materials:		

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**145**	Thru	**150**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 26

Teacher: Jane Doe	Date: Week of:	10-Feb	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**151**	Thru	**156**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 27

Teacher: Jane Doe	Date: Week of:	17-Feb	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**157**	Thru	**162**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 28

Teacher: Jane Doe	Date: Week of:	24-Feb	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**163**	Thru	**168**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 29

Teacher: Jane Doe	Date: Week of:	3-Mar	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**169**	Thru	**174**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:

• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 30

Teacher: Jane Doe	Date: Week of:	10-Mar	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1-4.4, MA.912.A.5.1(4)		
Bell Ringer:	**175**	Thru	**180**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify & perform multiple operations w/Polynomials".	

Essential Question:	Is a monomial considered a polynomial?

Differentiation strategies to meet diverse learner needs:

• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify & perform multiple operations w/Polynomials". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify & perform multiple operations w/Polynomials" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify & perform multiple operations w/Polynomials". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify & perform multiple operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify & perform multiple operations w/Polynomials".

5E Lesson Plan

Week: 31

Teacher: Jane Doe	Date: Week of:	17-Mar	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.D.7.1, MA.912.D.7.2		
Bell Ringer:	**181**	Thru	**186**

Objective: Students will know & be able to: "Identify elements of sets, intersection and union of sets"	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What do we mean when elements of sets intersect?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify elements of sets, intersection and union of sets". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify elements of sets, intersection and union of sets" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify elements of sets, intersection and union of sets". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify elements of sets, intersection and

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify elements of sets, intersection and union of sets".

5E Lesson Plan

Week: 32

Teacher: Jane Doe	Date: Week of:	24-Mar	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.D.7.1, MA.912.D.7.2		
Bell Ringer:	**187**	Thru	**192**

Objective: Students will know & be able to: "Have a nice SPRING BREAK!"	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What do we mean when elements of sets intersect?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Have a nice SPRING BREAK!". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Have a nice SPRING BREAK!" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a nice SPRING BREAK!". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a nice SPRING BREAK!".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a nice SPRING BREAK!".

5E Lesson Plan

Week: 33

Teacher: Jane Doe	Date: Week of:	31-Mar	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.D.7.1, MA.912.D.7.2		
Bell Ringer:	**193**	Thru	**198**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify elements of sets, intersection and union of sets"	

Essential Question:	What do we mean when elements of sets intersect?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify elements of sets, intersection and union of sets". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify elements of sets, intersection and union of sets" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify elements of sets, intersection and union of sets". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify elements of sets, intersection and

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify elements of sets, intersection and union of sets".

5E Lesson Plan			Week: 34
Teacher: Jane Doe	Date: Week of:	7-Apr	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.D.7.1, MA.912.D.7.2		
Bell Ringer:	**199**	Thru	**204**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Identify elements of sets, intersection and union of sets"	

Essential Question:	What do we mean when elements of sets intersect?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify elements of sets, intersection and union of sets". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify elements of sets, intersection and union of sets" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify elements of sets, intersection and union of sets". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify elements of sets, intersection and

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify elements of sets, intersection and union of sets".

5E Lesson Plan

Week: 35

Teacher: Jane Doe	Date: Week of:	14-Apr	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.6.1, MA.912.A.6.2		
Bell Ringer:	**205**	Thru	**210**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "perform all Mathematical operations using properties of	

Essential Question:	Where do we find the radicand?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "perform all Mathematical operations using properties of radicals". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "perform all Mathematical operations using properties of radicals" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "perform all Mathematical operations using properties of radicals". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "perform all Mathematical operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "perform all Mathematical operations using properties of radicals".

5E Lesson Plan

Week: 36

Teacher: Jane Doe	Date: Week of:	21-Apr	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.6.1, MA.912.A.6.2		
Bell Ringer:	**211**	Thru	**216**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "perform all Mathematical operations using properties of	

Essential Question:	Where do we find the radicand?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "perform all Mathematical operations using properties of radicals". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "perform all Mathematical operations using properties of radicals" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "perform all Mathematical operations using properties of radicals". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "perform all Mathematical operations

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "perform all Mathematical operations using properties of radicals".

5E Lesson Plan

Week: 37

Teacher: Jane Doe	Date: Week of:	28-Apr	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.7.8, MA.912.A.1.8		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.7.1, MA.912.A.7.2		
Bell Ringer:	**217**	Thru	**222**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Determine real roots of 2nd degree quadratics by F.O.I.L."	

Essential Question:	What is the discriminant?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Determine real roots of 2nd degree quadratics by F.O.I.L.". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine real roots of 2nd degree quadratics by F.O.I.L." used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine real roots of 2nd degree quadratics by F.O.I.L.". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine real roots of 2nd degree

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine real roots of 2nd degree quadratics by F.O.I.L.".

5E Lesson Plan

Week: 38

Teacher: Jane Doe	Date: Week of:	5-May	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.7.8, MA.912.A.1.8		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.7.1, MA.912.A.7.2		
Bell Ringer:	**223**	Thru	**228**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Determine real roots of 2nd degree quadratics by F.O.I.L."	

Essential Question:	What is the discriminant?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Determine real roots of 2nd degree quadratics by F.O.I.L.". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine real roots of 2nd degree quadratics by F.O.I.L." used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine real roots of 2nd degree quadratics by F.O.I.L.". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine real roots of 2nd degree

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine real roots of 2nd degree quadratics by F.O.I.L.".

5E Lesson Plan

Week: 39

Teacher: Jane Doe	Date: Week of:	12-May	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.7.8, MA.912.A.1.8		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.7.1, MA.912.A.7.2		
Bell Ringer:	**229**	Thru	**234**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Determine real roots of 2nd degree quadratics by graphing"	

Essential Question:	Where do we find the real roots when we graph?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Determine real roots of 2nd degree quadratics by graphing". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine real roots of 2nd degree quadratics by graphing" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine real roots of 2nd degree quadratics by graphing". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine real roots of 2nd degree

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine real roots of 2nd degree quadratics by graphing".

5E Lesson Plan

Week: 40

Teacher: Jane Doe	Date: Week of:	19-May	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.7.8, MA.912.A.1.8		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.7.1, MA.912.A.7.2		
Bell Ringer:	**235**	Thru	**240**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know & be able to: "Determine real roots of 2nd degree quadratics by graphing"	

Essential Question:	Where do we find the real roots when we graph?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on "Determine real roots of 2nd degree quadratics by graphing". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine real roots of 2nd degree quadratics by graphing" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine real roots of 2nd degree quadratics by graphing". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine real roots of 2nd degree

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine real roots of 2nd degree quadratics by graphing".

5E Lesson Plan

Week: 41

Teacher: Jane Doe	Date: Week of:	26-May	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.5.4		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.1, MA.912.A.3.3		
Bell Ringer:	**241**	Thru	**246**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Identify Points, Lines and Planes in Euclidian Geometry".	

Essential Question:	How many points do we need to designate a plane?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify Points, Lines and Planes in Euclidian Geometry". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify Points, Lines and Planes in Euclidian Geometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify Points, Lines and Planes in Euclidian Geometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify Points, Lines and Planes in

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify Points, Lines and Planes in Euclidian Geometry".

5E Lesson Plan

Week: 42

Teacher: Jane Doe	Date: Week of:	2-Jun	**Pahokee High School**
Room 311	**Algebra I**		
Course: 0000300	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	MA.912.A.5.4		
NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.3.1, MA.912.A.3.3		
Bell Ringer:	**247**	Thru	**252**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Identify Points, Lines and Planes in Euclidian Geometry".	

Essential Question:	How many points do we need to designate a plane?

Differentiation strategies to meet diverse learner needs:

• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on "Identify Points, Lines and Planes in Euclidian Geometry". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify Points, Lines and Planes in Euclidian Geometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify Points, Lines and Planes in Euclidian Geometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify Points, Lines and Planes in

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify Points, Lines and Planes in Euclidian Geometry".

5E Lesson Plan

Week: 1

Teacher: Jane Doe	Date: Week of:	19-Aug	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.8.1		
Bell Ringer:	**1**	Thru	**6**

Objective: Students will know and be able to: "Identify Points, Lines and Planes in Euclidian Geometry".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	How many points does it require to designate a plane?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on "Identify Points, Lines and Planes in Euclidian Geometry". http://www.5min.com/Category/Top] Discuss with the students "Real World" applications such as construction, architecture, etc.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify Points, Lines and Planes in Euclidian Geometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify Points, Lines and Planes in

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify Points, Lines and Planes in Euclidian Geometry".

5E Lesson Plan

Week: 2

Teacher: Jane Doe	Date: Week of:	26-Aug	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.8.1		
Bell Ringer:	**7**	Thru	**12**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Identify Points, Lines and Planes in Euclidian Geometry".	

Essential Question:	What is the minimum number of points requires to designate a

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "area and volume". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify Points, Lines and Planes as well as the properties and postulates of each" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify Points, Lines and Planes as well as the properties and postulates of each". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify Points, Lines and Planes as well

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify Points, Lines and Planes as well as the properties and postulates of each".

5E Lesson Plan **Week: 3**

Teacher: Jane Doe	Date: Week of:	2-Sep	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.1		
Bell Ringer:	**13**	Thru	**18**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Measure Line Segments between 2 points".	

Essential Question:	How many points are required to designate a line?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Measure Line Segments between 2 points". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "IMeasure Line Segments between 2 points" used in their daily lives.

HOMEWORK: [Workbook]
Page 238; 1 - 9 Graph each linear equation.

EXPLANATION [White board Lab]
Students were asked to "Measure Line Segments between 2 points". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Measure Line Segments between 2

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Measure Line Segments between 2 points".

	5E Lesson Plan		**Week: 4**
Teacher: Jane Doe	Date: Week of:	9-Sep	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.3		
Bell Ringer:	**19**	Thru	**24**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Measure Angles through their relationship with other angles".	

Essential Question:	What do we mean by Linear Pair?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************** **KAGAN Strategy: "Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Measure Angles through their relationship with other angles". http://www.5min.com/Category/Top**]** Discuss with the students "Real World" applications such as "Measure Angles through their relationship with other angles" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Measure Angles through their relationship with other angles". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Measure Angles through their relationship

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Measure Angles through their relationship with other angles".

5E Lesson Plan

Week: 5

Teacher: Jane Doe	Date: Week of:	16-Sep	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.3,MA.912.G.4.2		
Bell Ringer:	**25**	Thru	**30**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Measure Angles through their relationship with other angles".	

Essential Question:	What do we mean by Linear Pair?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Measure Angles through their relationship with other angles". http://www.5min.com/Category/Top**]** Discuss with the students "Real World" applications such as "Measure Angles through their relationship with other angles" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Measure Angles through their relationship with other angles". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Measure Angles through their relationship

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Measure Angles through their relationship with other angles".

5E Lesson Plan

Week: 6

Teacher: Jane Doe	Date: Week of:	23-Sep	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.1		
Bell Ringer:	**31**	Thru	**36**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine distance and midpoint on the coordinate plane".	

Essential Question:	May we use "rise over run" to determine distance?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** *************************************** **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine distance and midpoint on the coordinate plane". http://www.5min.com/Category/Top**]** Discuss with the students "Real World" applications such as "Determine distance and midpoint on the coordinate plane" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine distance and midpoint on the coordinate plane". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine distance and midpoint on the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine distance and midpoint on the coordinate plane".

5E Lesson Plan			Week: 7
Teacher: Jane Doe	Date: Week of:	30-Sep	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.1.1		
Bell Ringer:	**37**	Thru	**42**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine distance and midpoint on the coordinate plane".	

Essential Question:	May we use "rise over run" to determine distance?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine distance and midpoint on the coordinate plane". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine distance and midpoint on the coordinate plane" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine distance and midpoint on the coordinate plane". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine distance and midpoint on the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine distance and midpoint on the coordinate plane".

5E Lesson Plan			Week: 8
Teacher: Jane Doe	Date: Week of:	7-Oct	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.8.4		
Bell Ringer:	**43**	Thru	**48**

Objective: Students will know and be able to: "Predict patterns using inductive reasoning".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What is the difference between inductive and deductive

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Predict patterns using inductive reasoning". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Predict patterns using inductive reasoning" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Predict patterns using inductive reasoning". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Predict patterns using inductive

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Predict patterns using inductive reasoning".

5E Lesson Plan

Week: 9

Teacher: Jane Doe	Date: Week of:	14-Oct	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA. 910.1.6.1, LA. 910.1.6.2, MA.912.G.6.2, MA.912.G.6.3		
Bell Ringer:	**49**	Thru	**54**

Objective: Students will know and be able to: "Construct & Determine the truth value of conditional statements".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	"You'd better be on your P's and Q's" orginated from what

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** *************************************** **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Construct & Determine the truth value of conditional statements". http://www.5min.com/Category/Top**]** Discuss with the students "Real World" applications such as "Construct & Determine the truth value of conditional statements" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Construct & Determine the truth value of conditional statements". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Construct & Determine the truth value of

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Construct & Determine the truth value of conditional statements".

5E Lesson Plan

Week: 10

Teacher: Jane Doe	Date: Week of:	21-Oct	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.3		
Bell Ringer:	**55**	Thru	**60**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine triangle congruence using the SSS, SAS & ASA	

Essential Question:	Is AAS a Triangle Congruent Postulate?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine triangle congruence using the SSS, SAS & ASA postulates". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine triangle congruence using the SSS, SAS &

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine triangle congruence using the SSS, SAS & ASA postulates". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine triangle congruence using the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine triangle congruence using the SSS, SAS & ASA postulates".

5E Lesson Plan **Week: 11**

Teacher: Jane Doe	Date: Week of:	28-Oct	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.3		
Bell Ringer:	**61**	Thru	**66**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine triangle congruence using the SSS, SAS & ASA	

Essential Question:	Is AAS a Triangle Congruent Postulate?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine triangle congruence using the SSS, SAS & ASA postulates". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine triangle congruence using the SSS, SAS &

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine triangle congruence using the SSS, SAS & ASA postulates". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine triangle congruence using the

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine triangle congruence using the SSS, SAS & ASA postulates".

5E Lesson Plan

Week: 12

Teacher: Jane Doe	Date: Week of:	4-Nov	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.2.4		
Bell Ringer:	**67**	Thru	**72**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Use transformations to determine congruence in polygons".	

Essential Question:	Which transformation creates a reflection?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Use transformations to determine congruence in polygons". http://www.5min.com/Category/Top] Discuss with the students "Real World" applications such as "Use transformations to determine congruence in polygons" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use transformations to determine congruence in polygons". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use transformations to determine

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use transformations to determine congruence in polygons".

5E Lesson Plan			Week: 13
Teacher: Jane Doe	Date: Week of:	11-Nov	Pahokee High School
Room 311	Geometry		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1		
Bell Ringer:	73	Thru	78

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Classify Triangles as Right, Equilateral, Isosceles, Scalene".	

Essential Question:	How many classifications apply to a 3-4-5 Special Right

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Classify Triangles as Right, Equilateral, Isosceles, Scalene". http://www.5min.com/Category/Top] Discuss with the students "Real World" applications such as "Classify Triangles as Right, Equilateral, Isosceles, Scalene" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Classify Triangles as Right, Equilateral, Isosceles, Scalene". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Classify Triangles as Right, Equilateral,

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Classify Triangles as Right, Equilateral, Isosceles, Scalene".

5E Lesson Plan **Week: 14**

Teacher: Jane Doe	Date: Week of:	18-Nov	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1		
Bell Ringer:	**79**	Thru	**84**

Objective: Students will know and be able to: "Have a Nice ThanksGiving Holidaye".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	How many classifications apply to a 3-4-5 Special Right

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************ **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Have a Nice ThanksGiving Holiday". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Have a Nice ThanksGiving Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice ThanksGiving Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice ThanksGiving Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice ThanksGiving Holiday".

	5E Lesson Plan		Week: 15
Teacher: Jane Doe	Date: Week of:	25-Nov	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.A.2.3		
Bell Ringer:	**85**	Thru	**90**

Objective: Students will know and be able to: "Prove ∆ congruence using SSS, ASA & SAS postulates".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What is the difference between a theorem and a postulate?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Prove congruence using SSS, ASA & SAS postulates". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Prove congruence using SSS, ASA & SAS postulates" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Prove congruence using SSS, ASA & SAS postulates". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Prove congruence using SSS, ASA &

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Prove D congruence using SSS, ASA & SAS postulates".

5E Lesson Plan			Week: 16
Teacher: Jane Doe	Date: Week of:	2-Dec	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.A.2.3		
Bell Ringer:	91	Thru	96

Objective: Students will know and be able to: "Prove ∆ congruence using SSS, ASA & SAS postulates".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What is the difference between a theorem and a postulate?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Prove congruence using SSS, ASA & SAS postulates". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Prove congruence using SSS, ASA & SAS postulates" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Prove congruence using SSS, ASA & SAS postulates". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Prove congruence using SSS, ASA &

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Prove D congruence using SSS, ASA & SAS postulates".

5E Lesson Plan

Week: 17

Teacher: Jane Doe	Date: Week of:	9-Dec	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.A.2.3		
Bell Ringer:	**97**	Thru	**102**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine similarity using ratio and proportion".	

Essential Question:	What is the difference between scale factor and proportion?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine similarity using ratio and proportion". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine similarity using ratio and proportion" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine similarity using ratio and proportion". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine similarity using ratio and

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine similarity using ratio and proportion".

5E Lesson Plan **Week: 18**

Teacher: Jane Doe	Date: Week of:	16-Dec	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.A.2.3		
Bell Ringer:	103	Thru	108

Objective: Students will know and be able to: "Determine similarity using ratio and proportion".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What is the difference between scale factor and proportion?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine similarity using ratio and proportion". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine similarity using ratio and proportion" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine similarity using ratio and proportion". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine similarity using ratio and

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine similarity using ratio and proportion".

5E Lesson Plan

Week: 19

Teacher: Jane Doe	Date: Week of:	23-Dec	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1		
Bell Ringer:	**109**	Thru	**114**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Have a Nice Christmas Holiday".	

Essential Question:	How many classifications apply to a 3-4-5 Special Right

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Have a Nice Christmas Holiday". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Have a Nice Christmas Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice Christmas Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice Christmas Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice Christmas Holiday".

5E Lesson Plan

Week: 20

Teacher: Jane Doe	Date: Week of:	30-Dec	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LA.910.1.6.5, LA. 910.1.6.1, LA. 910.1.6.2, MA.912.A.4.1		
Bell Ringer:	**115**	Thru	**120**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Have a Nice Christmas Holiday".	

Essential Question:	How many classifications apply to a 3-4-5 Special Right

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Have a Nice Christmas Holiday". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Have a Nice Christmas Holiday" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a Nice Christmas Holiday". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a Nice Christmas Holiday".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a Nice Christmas Holiday".

5E Lesson Plan

Week: 21

Teacher: Jane Doe	Date: Week of:	6-Jan	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**121**	Thru	**126**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** *********************************** **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

5E Lesson Plan

Week: 22

Teacher: Jane Doe	Date: Week of:	13-Jan	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**127**	Thru	**132**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right triangle Trigonometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

5E Lesson Plan

Week: 23

Teacher: Jane Doe	Date: Week of:	20-Jan	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**133**	Thru	**138**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right triangle Trigonometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

	5E Lesson Plan		**Week: 24**
Teacher: Jane Doe	Date: Week of:	27-Jan	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**139**	Thru	**144**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry".
http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

5E Lesson Plan

Week: 25

Teacher: Jane Doe	Date: Week of:	3-Feb	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.1.3		
Bell Ringer:	**145**	Thru	**150**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine interior/exterior angle measures of regular/irregular	

Essential Question:	360/# of sides calculates what part of a regular polygon?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine interior/exterior angle measures of regular/irregular polygons". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine interior/exterior angle measures of regular/irregular polygons" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine interior/exterior angle measures of regular/irregular polygons". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine interior/exterior angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine interior/exterior angle measures of regular/irregular polygons".

5E Lesson Plan

Week: 26

Teacher: Jane Doe	Date: Week of:	10-Feb	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.1.3		
Bell Ringer:	**151**	Thru	**156**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine interior/exterior angle measures of regular/irregular	

Essential Question:	360/# of sides calculates what part of a regular polygon?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine interior/exterior angle measures of regular/irregular polygons". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine interior/exterior angle measures of regular/irregular polygons" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine interior/exterior angle measures of regular/irregular polygons". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine interior/exterior angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine interior/exterior angle measures of regular/irregular polygons".

5E Lesson Plan

Week: 27

Teacher: Jane Doe	Date: Week of:	17-Feb	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.1.3		
Bell Ringer:	**157**	Thru	**162**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Classify and identify the properties of quadralaterals".	

Essential Question:	360/# of sides calculates what part of a regular polygon?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Classify and identify the properties of quadralaterals". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Classify and identify the properties of quadralaterals" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Classify and identify the properties of quadralaterals". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Classify and identify the properties of

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Classify and identify the properties of quadralaterals".

5E Lesson Plan

Week: 28

Teacher: Jane Doe	Date: Week of:	24-Feb	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.1.3		
Bell Ringer:	**163**	Thru	**168**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Classify and identify the properties of quadralaterals".	

Essential Question:	360/# of sides calculates what part of a regular polygon?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Classify and identify the properties of quadralaterals". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Classify and identify the properties of quadralaterals" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Classify and identify the properties of quadralaterals". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Classify and identify the properties of

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Classify and identify the properties of quadralaterals".

5E Lesson Plan

Week: 29

Teacher: Jane Doe	Date: Week of:	3-Mar	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.1.3		
Bell Ringer:	**169**	Thru	**174**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Classify and identify the properties of quadralaterals".	

Essential Question:	360/# of sides calculates what part of a regular polygon?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Classify and identify the properties of quadralaterals". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Classify and identify the properties of quadralaterals" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Classify and identify the properties of quadralaterals". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Classify and identify the properties of

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Classify and identify the properties of quadralaterals".

5E Lesson Plan

Week: 30

Teacher: Jane Doe	Date: Week of:	10-Mar	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.4		
Bell Ringer:	**175**	Thru	**180**

Objective: Students will know and be able to: "Identify transformations such as a flip, slide & turn".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	Which transformation appears to pivot on a single point?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************** **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Identify transformations such as a flip, slide & turn". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Identify transformations such as a flip, slide & turn" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify transformations such as a flip, slide & turn". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify transformations such as a flip,

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify transformations such as a flip, slide & turn".

5E Lesson Plan **Week: 31**

Teacher: Jane Doe	Date: Week of:	17-Mar	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.4		
Bell Ringer:	**181**	Thru	**186**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Identify transformations such as a flip, slide & turn".	

Essential Question:	Which transformation appears to pivot on a single point?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Identify transformations such as a flip, slide & turn". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Identify transformations such as a flip, slide & turn" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Identify transformations such as a flip, slide & turn". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Identify transformations such as a flip,

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Identify transformations such as a flip, slide & turn".

5E Lesson Plan		Week: 32	
Teacher: Jane Doe	Date: Week of:	24-Mar	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.2.4		
Bell Ringer:	**187**	Thru	**192**

Objective: Students will know and be able to: "Have a nice SPRING BREAK!".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	Which transformation appears to pivot on a single point?

Differentiation strategies to meet diverse learner needs:

- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Have a nice SPRING BREAK!". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Have a nice SPRING BREAK!" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Have a nice SPRING BREAK!". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Have a nice SPRING BREAK!".

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Have a nice SPRING BREAK!".

5E Lesson Plan

Week: 33

Teacher: Jane Doe	Date: Week of:	31-Mar	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**193**	Thru	**198**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment ***
Repeated Instruction
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

5E Lesson Plan

Week: 34

Teacher: Jane Doe	Date: Week of:	7-Apr	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**199**	Thru	**204**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right triangle Trigonometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

5E Lesson Plan

Week: 35

Teacher: Jane Doe	Date: Week of:	14-Apr	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.5.4		
Bell Ringer:	**205**	Thru	**210**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Determine side length and angle measure using right triangle Trigonometry".	

Essential Question:	What does SOCATOAH represent?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Determine side length and angle measure using right triangle Trigonometry". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Determine side length and angle measure using right triangle Trigonometry" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Determine side length and angle measure using right triangle Trigonometry". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Determine side length and angle

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Determine side length and angle measure using right triangle Trigonometry".

	5E Lesson Plan		Week: 36
Teacher: Jane Doe	Date: Week of:	21-Apr	Pahokee High School
Room 311	Geometry		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.6.2		
Bell Ringer:	211	Thru	216

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Use propertiees of circles to determine radius, diameter, chord	

Essential Question:	What is a "tangent" line?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Use propertiees of circles to determine radius, diameter,

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use propertiees of circles to determine

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant".

5E Lesson Plan

Week: 37

Teacher: Jane Doe	Date: Week of:	28-Apr	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.6.2		
Bell Ringer:	**217**	Thru	**222**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Use propertiees of circles to determine radius, diameter, chord	

Essential Question:	What is a "tangent" line?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************** **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use propertiees of circles to determine

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant".

5E Lesson Plan

Week: 38

Teacher: Jane Doe	Date: Week of:	5-May	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			

NGSSS Benchmark:	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7, MA.912.G.6.2		
Bell Ringer:	**223**	Thru	**228**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Use propertiees of circles to determine radius, diameter, chord	

Essential Question:	What is a "tangent" line?

Differentiation strategies to meet diverse learner needs:
• Content- Video, Oral reading, Independent reading
• Process- Group, pairs, or independent
• Product- Create product or sketch a drawing of a pattern.
• Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy:
"Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Use propertiees of circles to determine

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Use propertiees of circles to determine radius, diameter, chord length, tangent, secant".

5E Lesson Plan

Week: 39

Teacher: Jane Doe	Date: Week of:	12-May	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7		
NGSSS Benchmark:	MA.912.G.7.1-7.2, MA.912.G.7.5-7.7		
Bell Ringer:	**229**	Thru	**234**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Calculate surface area & volume of 3-dimensional figures".	

Essential Question:	What does the map of a cone look like?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Calculate surface area & volume of 3-dimensional figures". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Calculate surface area & volume of 3-dimensional figures" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Calculate surface area & volume of 3-dimensional figures". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Calculate surface area & volume of 3-

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Calculate surface area & volume of 3-dimensional figures".

5E Lesson Plan			Week: 40
Teacher: Jane Doe	Date: Week of:	19-May	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7		
NGSSS Benchmark:	MA.912.G.7.1-7.2, MA.912.G.7.5-7.7		
Bell Ringer:	**235**	Thru	**240**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Calculate surface area & volume of 3-dimensional figures".	

Essential Question:	What does the map of a cone look like?

Differentiation strategies to meet diverse learner needs:	**ESOL Strategies:**
• Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	*** Peer with a student** *** Read Aloud** *** Use notes on Assessment * Repeated Instruction** ************************************ **KAGAN Strategy: "Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Calculate surface area & volume of 3-dimensional figures". http://www.5min.com/Category/Top**]**
Discuss with the students "Real World" applications such as "Calculate surface area & volume of 3-dimensional figures" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Calculate surface area & volume of 3-dimensional figures". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Calculate surface area & volume of 3-

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Calculate surface area & volume of 3-dimensional figures".

5E Lesson Plan

Week: 41

Teacher: Jane Doe	Date: Week of:	26-May	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7		
NGSSS Benchmark:	MA.912.G.7.1-7.2, MA.912.G.7.5-7.7		
Bell Ringer:	**241**	Thru	**246**

Objective:	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**
Students will know and be able to: "Calculate surface area & volume of 3-dimensional figures".	

Essential Question:	What does the map of a cone look like?

Differentiation strategies to meet diverse learner needs: • Content- Video, Oral reading, Independent reading • Process- Group, pairs, or independent • Product- Create product or sketch a drawing of a pattern. • Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.	**ESOL Strategies:** *** Peer with a student** *** Read Aloud** *** Use notes on Assessment *** **Repeated Instruction** ********************************* **KAGAN Strategy:** **"Think-Pair-Share"**

ENGAGEMENT: [Real World Connection] [Watch a video on Calculating "Calculate surface area & volume of 3-dimensional figures". http://www.5min.com/Category/Top]
Discuss with the students "Real World" applications such as "Calculate surface area & volume of 3-dimensional figures" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Calculate surface area & volume of 3-dimensional figures". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Calculate surface area & volume of 3-

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Calculate surface area & volume of 3-dimensional figures".

	5E Lesson Plan		**Week: 42**
Teacher: Jane Doe	Date: Week of:	2-Jun	**Pahokee High School**
Room 311	**Geometry**		
Course: 1206310RG/H-01	Class Hand-outs, class rules, LCD projector, computer, speakers, Bell Ringers, Exit Cards		
Materials:			
	LACC.1112.RST.2.4, LACC.910.RST.2.4, LACC.1112.RST.3.7		
NGSSS Benchmark:	MA.912.G.7.1-7.2, MA.912.G.7.5-7.7		
Bell Ringer:	**247**	Thru	**252**

Objective: Students will know and be able to: "Calculate surface area & volume of 3-dimensional figures".	**ESE ACCOMMODATIONS: Extended time, One-on-one instruction, Visual Images, Resubmitt student work**

Essential Question:	What does the map of a cone look like?

Differentiation strategies to meet diverse learner needs:
- Content- Video, Oral reading, Independent reading
- Process- Group, pairs, or independent
- Product- Create product or sketch a drawing of a pattern.
- Environment (Agenda): Centers – Bell Ringer, Daily Reading, Guided/Modeled Instruction, Station 1: Technology Center, Station 2: Manipulative Lab, Station 3: Independent Learning.

ESOL Strategies:
*** Peer with a student**
*** Read Aloud**
*** Use notes on Assessment * Repeated Instruction**
****
KAGAN Strategy: "Think-Pair-Share"

ENGAGEMENT: [Real World Connection] **[**Watch a video on Calculating "Calculate surface area & volume of 3-dimensional figures". http://www.5min.com/Category/Top**]** Discuss with the students "Real World" applications such as "Calculate surface area & volume of 3-dimensional figures" used in their daily lives.

EXPLORATION [Real World/Hands On Lab]
N/A - When applicable, this lab will be used to apply skills using "real world" situations or hand held manipulatives. (Groups of 2/"Think-Pair-Share")

EXPLANATION [White board Lab]
Students were asked to "Calculate surface area & volume of 3-dimensional figures". (Groups of 2/"Think-Pair-Share")

ELABORATION [Exit Cards][Create their own multiple choice question]
Created your own multiple choice question involving "Calculate surface area & volume of 3-

EVALUATION [Independent Practice] [Assessment]
Station A/B – Students will have a daily 5 Question skyward assessment.
Skill: "Calculate surface area & volume of 3-dimensional figures".