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5th grade—Math content lesson plan

Content Objective: The students will learn how to find mean, median, and mode using each others birthdays.

Language Objectives:

- Students will read in their math books about mean, median, and mode as a review.
- Students will listen as I give directions to the class about the assignment and do some examples.
- Students will complete the worksheet by writing down the problems and answers and writing what they found out about the mean, median, and mode for the class birthdays.
- Students will talk in groups after they finish the assignment. They will discuss what they found as they were doing the assignment.

Activities and Procedures:

- We will start out the activity having the class predict what month has the most birthdays and what day will appear the most often.
- Students will start off reading in their text books about mean, median, and mode as a review. I will give them some time to ask questions and review in small groups if they need to.
- I will pass out a paper with their birthdays down one side and mean, median, and mode across the top.
- They will do individual work as they try to find out the mean, median, and mode of the birthdays in the class. I will give them about 15 minutes to work on that.
- When they are finished, they will get into small groups and discuss what they found out about our class birthdays. Which day appears most often, the average day someone has a birthday and the middle number in our list.
- We will come back together as a whole class after they discuss to make sure everyone understands and got the same answers.

Accommodations:

Pre-emergent (A) Emergent (B)	*Read from adapted text both in L1 and L2. *Students will listen to my instructions and follow along with the examples using vocab books. * In L2, students will need to complete the worksheet. They will also write definitions using one word descriptors about the math terms. *Students will discuss in L2 what they found using one word descriptors from their vocab books.
Intermediate (C)	*Read from adapted text both in L1 and L2 using the glossary and word wall when needed. *Students will listen to my instructions and ask questions in L1 if needed. *Students will complete the worksheet and write in short sentences what they found out. *In L2 they will share what they found using simple sentences.
Advanced (D) Fluent (E)	*Students will read from math text in L2. *Students will listen to instructions and do the practice examples. *Students will complete worksheet and write in detail what they found out.

	*Students will lead the discussion in small groups of what they found out using proficient English.

Strategies:

- **Cognitive:** With this strategy, we will be discussing the topic, re-reading about it, and talking to someone if they don't understand something. I am using this strategy because it teaches the students the "what" of mean, median, and mode.
- **Metacognitive:** With this strategy, we will be visualizing and making connections with the birthdays. I am using this strategy because it teaches the students the "how" of mean, median, and mode. It is also a hands on activity and I think it is a good way for students to visualize the math concepts and see that they really can use what they are learning for real life situations.
- **Herrell & Jordan:** For this lesson I will be using the Realia strategy because we are bringing language acquisition from math and putting it in a real world situation with the birthdays. I am also using the strategy cooperative learning because they have to work together as a group to discuss their findings.

Grouping:

- **Heterogeneous:** At the beginning of the lesson, they can be in groups where everyone is at a different level. This will allow for the lower leveled students to ask the higher leveled students for help if they don't understand something. It will also help give the lower level students a chance to hear more proficient language.
- **Homogeneous:** We can group them with the same level students at the end to discuss what they found. This way it will allow everyone the chance to understand what is being said because they are all on the same level. I think it this is also a good idea because it will give everyone the chance to say something. When you have different level groups, sometimes the lower level students don't want to participate.

Assessment:

- **Formative:** After the class has read about mean, median, and mode, I would assess them by asking open ended questions about each one to see if they can explain to me what it is. I would draw names so that it is random and the same people are not always being called on.
- **Summative:** I would assess this with the worksheet they are doing with everyone's birthdays on it. This way I can see if they followed directions are if each student could find mean, median, and mode by themselves.