

## ELD Lesson Plan Template

Subject: Math	Grade: 6
Plan for Proficiency level: <input type="checkbox"/> Emerging <input type="checkbox"/> Expanding    X <input checked="" type="checkbox"/> Bridging	
Plan for Support: <input type="checkbox"/> Substantial            X <input type="checkbox"/> Moderate <input type="checkbox"/> Light <input type="checkbox"/> Occasional	

<p>ELD Standard(s): Part I.A.1 Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p>
<p>Corresponding Content Standard(s): <del>6.G.A.2</del> Find the volume of a right rectangular prism with <del>fractional</del> edge lengths by packing it with unit cubes of the appropriate unit <del>fraction</del> edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.</p>
<p>Text/Materials:</p> <ul style="list-style-type: none"> <li>• <a href="#">Finding Volume Activity Hyperdoc</a> (go to file &amp; make a copy in order to edit)</li> <li>• <a href="#">Digital hands-on volume activity</a></li> </ul>

<p>Language Target/Focus: Students will use a sentence frame to <b>explain</b> how to find volume based on their observations.</p>
<p>Academic Language Frames:</p> <ul style="list-style-type: none"> <li>• <i>Our group believes that you can find volume by _____. Therefore, the formula to find volume is _____.</i></li> <li>• <i>Volume is _____. It can be found by _____. Therefore, the formula to find volume is _____.</i></li> <li>• <i>Based on the exploration activity, our group determined that you can find volume by _____. Therefore, the formula to find volume is _____.</i></li> <li>•</li> </ul>

<p>Lesson/Strategy Sequence:</p> <p>Before starting your live conference class with your students, make sure that you have already assigned the Hyperdoc through Google Classroom or any other LMS you are using. You can also just have the document open and share the link with editing rights so that the students have access and can write on it. This specific document and collaboration activity works best if assigned as rights to edit and not make a copy for each student. You can change the format of the document if you would like students to each have their own copy.</p> <ol style="list-style-type: none"> <li>1. Teacher will start live class for the whole group and describe the assignment expectations.</li> <li>2. Teacher will tell students that they will be working with other students in a team (of their choosing or pre-arranged) to determine how you find volume of a shape.</li> <li>3. Teacher will share screen to present the document/assignment to students. Teacher will then review the parts and expectations of the document/assignment. Teacher will ask if students have any questions, which they can type in the chat or respond orally.</li> </ol>
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Expectations on document/assignment are as follows:

<b>TASK</b>
<ol style="list-style-type: none"> <li>1. Sign up for a group</li> <li>2. Go to your group meeting link and determine how you will collaborate to complete this task</li> <li>3. <a href="#">Go to this website to explore how to find</a> volume</li> <li>4. Work with your team to show 3 different ways to find volume using the tools in the website.</li> <li>5. On this <a href="#">Padlet</a> you will post the following:               <ul style="list-style-type: none"> <li>○ Finding volume of a prism using                   <ul style="list-style-type: none"> <li>■ Cubes</li> <li>■ Rows</li> <li>■ Layers</li> </ul> </li> <li>○ Type a summary (1-2 sentences) on what your team learned about how to find volume using cubes, layers or rows Use one of the following sentence starters/frames:                   <ul style="list-style-type: none"> <li>■ <i>Our group believes that you can find volume by ____.</i> <i>Therefore, the formula to find volume is ____.</i></li> <li>■ <i>Volume is _____. It can be found by _____. Therefore, the formula to find volume is ____.</i></li> <li>■ <i>Based on the exploration activity, our group determined that you can find volume by _____. Therefore, the formula to find volume is ____.</i></li> </ul> </li> </ul> </li> </ol> <p style="text-align: center; font-size: small; margin-top: 10px;">*You can also choose to post audio or video of yourself explaining how to find volume instead of writing a summary.</p>

4. After questions have been answered, the teacher will share the link with students.
5. Allow students time to join.
6. If students are choosing their own teams, allow time for students to sign up to a group.
  - a. If teacher is using Google Meet, then he/she needs to begin opening each live meeting so that students can then join (students cannot join without the teacher and if the teacher is the last to leave each room, then the students cannot restart the meeting)
  - b. If the teacher is using Zoom, they can select breakout rooms and use random groups or assign students based on the student choices.
7. Once students are all in their designated group, the teacher will monitor student groups by listening to the conversations, reading the group chats and checking the posts on Padlet.
8. The teacher will then provide feedback by either of these options:
  - a. Provide a score, a like or a comment on the Padlet for each group
  - b. Discuss with the team in the small group chat
9. When most or all students have completed the assignment, or if the time designated for class has expired, the teacher will bring everyone back to the main session and provide feedback to the whole group by sharing the screen and reviewing some highlights in posted student work, team discussions, collaboration, etc.

**Additional Notes:**

**\*\*\*Make sure to change the links to the Google Meet groups in the first column, otherwise we might have multiple classes attempting to join the same ones\*\*\***

If you need help preparing multiple live conferences for small groups, using Padlet or creating Hyperdocs, here are some resources:

- [Breakout rooms in Zoom](#)
- [Small groups with Google Meet](#)
- [Padlet](#)
- [Hyperdocs](#)

Resources for more interactive/hands-on math manipulatives for all grades:

- **List of interactive tools**  
<https://mathgeekmama.com/free-online-math-manipulatives/>
- **Pearson math Tools**  
<https://media.pk12ls.com/curriculum/math/Tools/CAindex.html>
- **Interactives from PBS**  
<https://ca.pbslearningmedia.org/>
- **Illuminations from NCTM**  
<https://illuminations.nctm.org/Search.aspx?view=search&type=ac>