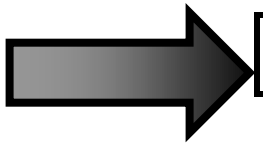
THE DIRECTED TEACHING ACTIVITY (DTA)

The Directed Teaching Activity (DTA) includes the following:

- ***Lesson Objectives/Outcomes:*** Writing your objective happens prior to lesson delivery. The objective should be written as a **learning outcome** and not an activity. In the lesson, the teacher **communicates the learning objective** to students both orally and in written format. (Clarity, Lesson and Unit Structure)
- ***Value, Sequence, and Alignment/Balance:*** Prior to teaching the lesson, teachers should consider how this particular lesson fits within the scope of the unit and year, as well as how this lesson connects to the previous and future lesson. There should also be a balance of instructional modes. (Lesson and Unit Structure)
- ***Suitability for Diverse Learners:*** Prior to teaching the lesson, the teacher should consider how all students will access the content and reach the learning outcome. (Balance, Materials and Resources)
- ***Introductory and Developmental Activities:*** These activities include an **anticipatory set or "warm-up"** to focus students' learning and to ensure on-task behavior by all students. During the warm-up, there is a minimum of teacher intervention. Through these teacher-directed activities, new concepts or processes are introduced and/or students are aided in constructing meaning around new concepts. The teacher **models** new processes and procedures and assists students in organizing and storing new information.
- ***Guided Practice Activities:*** In this phase, students have an opportunity to use their new knowledge and skills through teacher-monitored activities. Moreover, this process offers students an opportunity to begin the extension and refinement of their skills through the use of critical thinking skills.
- ***Independent Practice and/or Meaningful Use Tasks:*** These activities allow students an opportunity to use their new knowledge and skills in meaningful ways. These activities and tasks may contribute to students' independent or group-centered responses to an ongoing project-based task involving one or more of the following: decision-making, problem-solving, investigation, experimental inquiry, and/or invention. Independent activities may include homework. (Grouping)
- ***Assessment Activities:*** Through ongoing assessment, the teacher assesses student progress toward the attainment of the objective and students' understanding and proficiency of new knowledge or skills. The teacher evaluates students' accomplishment of the objective and makes necessary adjustments to instruction.
- ***Closing:*** These activities are designed to foster a sense of completion among student participants. It may be an essential part of the assessment process or it can function as a stand-alone activity.



Please note that the Directed Teaching Activity Planner provides a framework for instruction utilized in many disciplines, including art, music, and physical education, among others.

DIRECTED TEACHING ACTIVITY LESSON PLANNER	
Initial Preparation Plans *FFT Support, 1.c (Setting Instructional Outcomes)*	
IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) FROM STANDARDS	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CCSS.MATH.CONTENT.5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret player making 3 out of 4 shots as the result of dividing 3 by 4, noting that ¾ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* CCSS.MATH.CONTENT.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. CCSS.MATH.CONTENT.5.NF.B.4.A Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
MATCH OBJECTIVE WITH TEXT Ensure material/resources is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity	The field trip to University of Maryland Xfinity Center has a dual purpose. It pairs Common Core Math Standards and Guidance lessons. 1. Students will track activities by players and place them into fraction and ratio forms. 2. Students will refer to printed information about the University and various majors, as well as gather information from the UMD website.

LESSON OBJECTIVE(S)/OUTCOMES Objective(s) must be • specific, doable, assessable in the allotted time • measurable • written with verbs for expectations of high rigor • stated as a learning outcome • in PGCPS format, posted visibly, and stated aloud to students	1. Students will interpret statistics from the *Washington Post* box score of the game and place them into fraction and ratio form. 2. Students will apply listening, note-taking and inquiry skills in order to create a presentation about college to present to other students.
VALUE, SEQUENCE, AND ALIGNMENT /BALANCE Students must be able to build their understanding of important ideas from concept to concept. • How does the lesson fit in with previous and future lessons in this unit of study? • How will this lesson proceed in terms of time and learning tasks? • What interdisciplinary connections and/or technology will be made in this lesson? • In what ways is this lesson rigorous and authentic? • Is there a balance of instruction utilizing multiple modes of learning?	This lesson fits in with previous guidance lessons about careers and college planning. Students have brainstormed possible careers that interest them and then researched how many years of college that profession requires. This lesson encompasses writing, speaking, listening, viewing, and aligns with career and college readiness standards. This lesson incorporates interpreting statistics from a box score and entering them into a ratio and fraction form. This lesson is rigorous and authentic due to the fact that the students will have to use a lot of higher level thinking skills to create 3 college-centered questions, and then to choose the most important information to include in the presentation. They will also have to read a box score from the *Washington Post* and turn it into ratio/fraction form. Students will be utilizing multiple modes of learning since they will be: researching, reading, writing, viewing, speaking, collaborating, and presenting. TAG students are given an authentic audience and are pushed to create professional and helpful materials to use as real resources in the library.
Suitability for Diverse Learners • What accommodations or differentiation of instruction/use of UDL has been provided for diverse learners (TAG, ESOL, SPED, 504, etc.)? • Are the outcomes providing cultural sensitivity?	**(This space should be used to make notes about differentiating for diverse learners, learning tasks/formative assessments, students with whom the teacher will conference, etc)** TAG: The students will be challenged to use a new aspect of Microsoft office (Publisher), as well as the responsibility to create a useful resource to be kept in the library. ELL: The students will work with a buddy to brainstorm possible information to include in the presentation.

• Are assessments differentiated?	

Lesson Component/Teaching Moves *FFT Support, 1.e (Designing coherent Instruction)*	Lesson Notes *FFT Support, 2d (Managing Student Behavior)* *FFT Support, 3.b (Questioning/Discussion Techniques)* *FFT Support, 3.c (Engaging Students)*	Essential Question(s), Differentiation/Modifications and Resources Needed
Instructional Materials and Resources • Utilize relevant instructional materials and course texts • How do the course materials enhance/further/accommodate student learning? **<u>Introductory & Developmental Activities</u>-15-20 min.** ***-Connect and Engage (I do)-5 min.*** • Explain/review the strategy/skill and how it is used. • As appropriate, build/activate background knowledge and vocabulary necessary. • Pre-assess as appropriate. • Students engage with primary lesson material (set their purpose, use reading strategies, use strategic behaviors). ***-Modeling (I do)-10 min. A brief teacher-directed lesson*** • Model the skill/strategy. • Record think-alouds for the students (sticky notes, anchor chart, etc.) • Engage students. Insert Turn and Talk or other student response checks to monitor understanding	Introductory & Developmental Activities: (Completed in class prior to trip) Students will be instructed to compose three questions within the following subject categories: application process, admission requirements, classes, athletics and student life. (Completed in class prior to trip) Day of trip: With teacher assistance, students will share questions, refine unclear questions and collect good questions Leading up to trip: Students will participate in the Kids2College Program run by the Department of School Counseling. The counselor will conduct weekly lessons to explain the importance of college and career development as well as what college is "like." Students will learn about the application process, student life, different degrees offered, and careers.	Resources Needed: Kid2College curriculum UMD websites and printed material on admissions Essential Questions: What do I need to do to be ready for college? How can I prepare myself now? Student questions will relate to the application process, admission requirements, classes, athletics, and student life. *Washington Post* box score from game

Guided Practice - 10-15 min. (We do)
Identify guided practice needed before releasing students to practice on their own.
• Consider :
  ○ Cooperative groupings.
  ○ Conceptual difficulties that might arise.
  ○ How students can initiate discussion.
  ○ How tasks are differentiated and cognitively challenging.
  ○ How the tasks advance students' understanding and learning.
  ○ How to mentally engage students with the content and aid in constructing understanding.
  ○ Ways to check for understanding or need for further support.
	- During the game, students will track shots taken, made, and missed for a player of their choosing.
	
	- Students will answer the questions they generated before the trip, in order to gather information for their presentations.
		CCSS.MATH.CONTENT.5.NF.B.3
		Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret player making 3 out of 4 shots as the result of dividing 3 by 4, noting that ¾ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
		CCSS.MATH.CONTENT.5.NF.B.4
		Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
		CCSS.MATH.CONTENT.5.NF.B.4.A
		Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*

Independent Task(s) - 20 min. (You do) What opportunities will students have to use the new skills/concepts in a meaningful way? How will students	(Days after trip) After the tour, students will work in groups to create a presentation about what they have learned in their Kids2College unit and UMD visit.	

expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of the essential learning outcomes? May be a continuation of the practice task.	They will generate presentation materials including a Powerpoint, posters, or other visuals. -Students will complete statistic worksheets the next day in class based on the *Washington Post's* box score for the game TAG students will use Microsoft Publisher to create a brochure individually, to be used on a display board done collaboratively.	
CLOSING (5-10 minutes) **Includes one or more:** ▪ Assessment of student learning, including student reflection on what was learned which may include: o Connections to previous and new learning. o A review of the lesson objective and if it was achieved. o An exit slip, final journal reflection, or other means of informal assessment. o Student sharing and peer feedback. o Celebrations of learning.	Assessment and Closure: The group presentation will be used as a summative assessment (At the end of field trip) Students will complete learning logs about the field trip, what they learned, and questions they still have.	