

UbD Daily Planning Format

Plan for Instruction

TEACHER: Mr. Medhurst	DATE(s):
CLASS:	UNIT/KEY STANDARDS: Math – Improper and Mixed Fractions
TITLE (if applicable): Dungeons and Math	

Brief Overview (Summary) of the Unit:

Provide number sense and an understanding of how to convert improper and mixed fractions from one form to another.

Information from UbD Stage 1: Desired Results

Competency (Key knowledge, skill and/or misconceptions will be addressed):	Relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V]
Enduring Understanding(s):	Students will have a better understanding of how mixed numbers and improper fractions are the same value, including abstract and concrete representations.
Essential Question(s) – could be used as an Academic Prompt):	How are things that are two different are shapes the same value? How can improper and mixed numbers be the same value?

Differentiated Instruction needed to ensure all learners have access to this learning (including SPED, MTSS and Gifted)

Modifications:	Accommodations:
Potentially used for entire class or select group of students depending on competencies and understandings of students/needs of students	One on one or one with small group support Student support between students

Plans for after this learning/competency is complete: *What will the students do if they finish early?*

They will have an opportunity to write about their adventure in their journals, meeting English Language Arts.

Information from UbD Stage 3 - Learning Plan, Experiences, Instruction and Learning Activities:

Consider the **WHERE TO** elements

	The Teacher will...	The Student will...
W Where are we going?	Use the Dungeons and Math handout to guide their adventures	Play and interact with the game world provided to them. They should be able to competently play

What is expected?		through the game and complete the puzzles.
H How will we hook (Introduce this to) the students?	The promise of a game and in-game rewards upon successful completion.	Play through the game.
E How will we equip students for expected performances?	Provide a lecture prior to the game to equip students with the knowledge they need to complete the puzzle.	Listen and participate in the lecture knowing they'll need the skills.
R How will we rethink or revise?	Use formative feedback from the lecture to build puzzles of a suitable level for the game.	Provide feedback from the lecture and formative assessment so the teacher knows how to move forward.
E How will students self-evaluate and reflect their learning?	Teacher will have students write stories based on their adventures to chronicle their learnings and understandings.	Write stories in their journals based on their adventures to allow a chance of a self-reflection on how they beat their adventure.
T How will we tailor learning to varied needs, interests, and learning styles?	Providing one on one work to different students will help support their needs, and keep them invested.	Students will be able to ask the instructor for support throughout the adventure based on areas of weakness.
O How will we organize the sequence of learning during the lesson?	Using the Dungeons and Math handout.	Follow and play with the Dungeons and Math handouts.

Information from Stage 2: Evidence

Sufficient and Revealing Evidence of Understanding: Briefly explain if and how it will be used.

Informal Check (formative evidence such as conferencing, group Q/A, Observation, Dialogue (Kid Talk and or Kid-Teacher happening during the learning):	One on one assessments will be provided throughout the adventure when playing with a small group, and observations will be made. Instructor presence very heavy throughout the game.
Quiz/Test (optional): (attach copy of assessment)	
Performance Task/Project: (attach rubric)	
Other:	

Resources Used/Materials Needed: Websites, books, video, etc.

Type of Resource(s):	Name of Resource(s):
Game format	Dungeons and Math Handout
