

Lesson Plan Template — Math

Grades K–12 | Mathematics | Single Period

Teacher	e.g., Mr. Rivera
Date	e.g., Tuesday, March 11, 2026
Grade / Period	e.g., 5th Grade, Block 2
Unit / Topic	e.g., Fractions — Adding Unlike Denominators

Standards & Objective

Standard(s)	e.g., CCSS.MATH.CONTENT.5.NF.A.1 — Add fractions with unlike denominators
Objective	e.g., Students will add fractions with unlike denominators with 80% accuracy

Lesson Sequence

Warm-Up (5 min)	e.g., Number talk: How many ways can you make 1 using two fractions?
Concept Introduction (10–15 min)	e.g., Direct instruction: finding common denominators with visual models
Guided Practice — I Do (5 min)	e.g., Teacher models $\frac{1}{3} + \frac{1}{4}$ step by step
Guided Practice — We Do (10 min)	e.g., Class works through $\frac{2}{5} + \frac{1}{3}$ together
Independent Practice — You Do (15 min)	e.g., Problem set: 8 problems, increasing difficulty
Exit Ticket (5 min)	e.g., Solve $\frac{2}{7} + \frac{3}{5}$ and explain your steps

Assessment

Formative Assessment	e.g., Exit ticket — 2 problems with work shown
Success Criteria	e.g., Correct common denominator; correct sum; work shown

Common Misconceptions

Misconception 1	e.g., Adding numerators AND denominators ($\frac{1}{3} + \frac{1}{4} = \frac{2}{7}$)
Misconception 2	e.g., Only changing one fraction's denominator, not both
Misconception 3	e.g., Not simplifying the final answer

Differentiation

Below Grade Level	e.g., Use fraction strips / visual models; reduce to 4 problems
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IEP Accommodations	<i>e.g., Multiplication chart provided; extended time</i>
Above Grade Level	<i>e.g., Extension: mixed number addition; word problems</i>

Materials & Preparation

Materials Needed	<i>e.g., Fraction strips, whiteboard markers, problem set handout</i>
Tech / Links	<i>e.g., Khan Academy video (backup); Google Forms exit ticket</i>
Preparation Notes	<i>e.g., Pre-cut fraction strips for small group</i>

Reflection (After Teaching)

What worked?	<i>Complete after lesson</i>
What would you change?	<i>Complete after lesson</i>
Students who need follow-up	<i>Complete after lesson</i>