MEMORANDUM OF AGREEMENT

In Settlement of Grievance Matter 18-034/PERB Matter A2019-093

By and Between

The Buffalo Board of Education (Hereinafter "The District" or "The Employer")

And

The Buffalo Teachers Federation (Hereinafter "The Federation")

WHEREAS, the Federation filed class action Grievance 18-034, alleging that administrators were dictating format, content and structure of teachers' lesson plans in violation of the parties' collective bargaining agreement, and

WHEREAS, the parties were unsuccessful at resolving Grievance Matter 18-034 at the initial levels of the parties' contractual grievance procedure, and the matter was appealed to Arbitration on June 18, 2019, becoming PERB Matter A2019-093, and

WHEREAS, through further discussions, the parties have reached a mutually agreeable resolution to Grievance Matter 18-034/PERB Matter A2019-093 and they wish to record the terms of the resolution through the execution of this Agreement.

NOW, THEREFORE, BE IT AGREED, the following:

1. The parties agree that the 2002 BPS Lesson Plan document (Attached hereto) remains the Lesson Plan document in full force and effect.
2. With full execution of this agreement, BTF Grievance 18-034/PERB Case No A2019-093 shall be resolved, and the Federation shall send notice of withdrawal to the assigned Arbitrator.

IN WITNESS WHEREOF,

FOR THE FEDERATION

10/14/2025

Richard Nigro — Date
President

FOR THE DISTRICT

10/15/25

Dr. Pascal Mubenga — Date
Superintendent

Buffalo Public Schools

Lesson Plan Document

2002

This document was the result of a joint committee between the BTF and the school district. It was distributed to principals 11-21-02 and then mailed to Delegate Chairpersons.

BOARD OF EDUCATION MEMBERS

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Paula Watkins	Elementary Teacher

Lesson Plans

Purpose of Lesson Plans:

- *Primary purpose of plans is for the teacher.* **Teachers should make them as detailed as the teacher needs them.**
- *Secondary purpose of plans is for someone else*, e.g., building administrator, supervisor, or substitute teacher.
- *The teacher must be able to verbalize plan for students.*

Planning Components:

See components when planning.

Lesson Plan Books:

- Lesson plan books may be 3-ring binders to allow teachers to add and revise plans as needed. Lessons that are repeated throughout the year may be written once and referred to as often as necessary.
- Plan books should be equipped with copies of the appropriate BPS Prioritized Curriculum that reflects the New York State Learning Standards, Key Ideas, and Performance Indicators. Pacing guides should also be included if available. Blooms Taxonomy may be included as a resource for planning.
- ***Optional:*** For Teacher Use Only –You may want to keep a notebook or journal to evaluate your own lesson plans. What went well? What could I change?

Internet Sites to Reference:

Included is a list of some of the sites that teachers may visit to find lesson plans for both generic and specific lesson or units. There are many on the Internet. We have listed just a few.

- www.nylearns.org (developed by Buffalo Public Schools and University of Buffalo)
- http://lessonplanz.com
- www.DiscoverySchool.com
- ask ERIC Lesson Plan (search)

Components to consider when planning:

Learning Context:

- Describes the purpose, objective, or focus of the plan.
- Includes the reference to Learning Standard(s), Key Ideas, and specific performance indicators from the District's Prioritized Curriculum that is being assessed.
- May include essential question(s).

Assessment Plan:

This section focuses on ensuring that your students have arrived at their intended destination.

- Includes strategies and techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g., observation, group discussions, journal writing, use of alternative testing techniques).
- Includes tools to document student progress (e.g., scoring guides, rating scales, checklists, observation forms).
- Involves students in developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work.

Procedure:

- Describes what students do individually and/or in groups.
- Supports student progress toward attainment of the learning standards.
- Incorporates technology (when used) into instruction to enhance learning and to assess student performance.

Instructional/Environmental Modifications:

- Procedures used to accommodate the range of abilities in the classroom (students with disabilities, limited English proficiency, or bilingual students).
- Identify other instructional modifications and physical modifications of the classroom setting.
- AIS

Resources:

- Needed to successfully complete this experience for the student and for the teacher.

Summary/Closure:

- Involves helping students putting it all together.
- Provides feedback to students to correct their misunderstandings and reinforce learning.

Homework:

- A meaningful assignment clearly stated is highly suggested.
- Assign on a daily basis.
- Coordinate assignments with colleagues so students are not overwhelmed.

Reflection: *For personal use only*

- Address questions – What went well? What could I change?
- Keep reflections some place other than in plan book.

Tips and Guidelines

Begin to think about each of the following components that form the organization of the plan. While planning, use the questions below to guide you during each stage.

To begin, ask yourself three basic questions:

- Where are my students going?
- How are they going to get there?
- How will I know when they've arrived?

Learning Context:

- Describes the purpose, objective, or focus of the plan.
- Includes the reference to Learning Standard(s), Key Ideas, and specific performance indicators from the District's Prioritized Curriculum that is being **assessed.**
- May include essential question(s).

Goals

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition.

- What are the broader objectives, aims, or goals of the unit plan/curriculum?
- What are my goals for this unit?
- What do I expect students to be able to do by the end of this unit?

Objectives

Focuses on only what your students will do to acquire further knowledge and skills. The objectives for the daily lesson are drawn from the broader aims of the unit plan, but are achieved over a well defined time period.

- What will students be able to do during this lesson?
- Under what conditions will students' performances be accomplished?
- What are the criteria for satisfactory attainment of the objectives?
- How will students demonstrate that they have learned and understood the objectives of the lesson?

Prerequisites

Consider the state of readiness of your students for the lesson activities. It allows you to factor in necessary prep activities to make sure that students can meet lesson objectives.

- What skills must students already be able to do before this lesson?
- What concepts have to be mastered in advance to accomplish the lesson objectives?

Assessment Plan:

This section focuses on ensuring that your students have arrived at their intended destination.

- Includes strategies and techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g., observation, group discussions, journal writing, use of alternative testing techniques).
- Includes tools to document student progress (e.g., scoring guides, rating scales, checklists, observation forms).
- Involves students developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work.

- What will students do to demonstrate that goals and objectives have been met?
- How will I evaluate the objectives that were identified?
- Have students practiced what I am asking them to do for evaluation?
- Did I provide students with the opportunity to practice on what will be assessed? (*New material should never be introduced during this activity. Also, avoid asking students higher level thinking if they have not engaged in it during practice).*

Procedure:

This section provides a detailed description of how to deliver the lesson and achieve lesson plan objectives. This is *intended* for the teacher and provides how to proceed with implementation of the lesson plan. It describes what students do individually and/or in groups as they progress toward attainment of the learning standards. This section is basically divided into three components: an introduction, a main activity, and closure.

Instructional/Environmental Modifications:

- Procedures used to accommodate the range of abilities in the classroom (students with disabilities, limited English proficiency, or bilingual students).
- Instructional modifications made and physical modifications of the classroom setting.

Homework:

- A meaningful assignment clearly stated is highly suggested.
- Assign on a daily basis.
- Coordinate assignments with colleagues so students are not overwhelmed.

Developing Lesson Plans

Resources:

- Needed to successfully complete this experience for the student and for the teacher.

  - What materials will be needed?
  - What textbooks, resource materials?
  - What needs to be prepared in advance?

Introduction:

- How will I introduce the ideas and objectives of this lesson?
- How will I get students' attention and motivate them in order to hold their attention?
- How can I tie lesson objectives with student interests and past classroom activities?
- What will be expected of them?

Main Activity:

- What is the focus of the lesson?
- What do I have to do to facilitate learning and manage the various activities?
- How can this activity(s) be presented to ensure each student will benefit from the learning experience?

Summary/Closure:

- What will I use to draw ideas together for the students?
- How will I provide feedback to students to correct their misunderstandings and reinforce their learning?

Follow up Lessons/Activities:

- What activities might I include for enrichment and remediation?
- What lesson(s) might follow as a result of this lesson?

Reflection: *For personal use only*

- Address questions – What went well? What could I change?
- Keep reflections some place other than in plan book.

Suggested Lesson Plan Formats

NAME _____ ROOM _____

PREKINDERGARTEN DEVELOPMENTAL SKILLS

SPECIALS/NOTES	OPENING	TEACHER	TEACHER AIDE
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

ASSESSMENT:

WEEK # _____ WEEK OF _____

RELATED LITERATURE	GROSS MOTOR /GYM	ART	SONGS/POEMS	LA	M	SS	S
				S	S	S	S
				PI	PI	PI	PI
				S	S	S	S
				PI	PI	PI	PI
				S	S	S	S
				PI	PI	PI	PI
				S	S	S	S
				PI	PI	PI	PI
				S	S	S	S
				PI	PI	PI	PI

Teacher: _____ Grade: _____ Week _____

	Literacy					Health
Objectives & Procedures	Oral Language (phonemic awareness)	Word Work (phonics, spelling, high frequency words)	Readers Workshop (comprehension, fluency, shared, guided, independent)	Writers Workshop (writing, grammar, spelling)	AIS	Complete as needed.
Day _____ Standard: PI: ASSESSMENT PLAN						Standard: PI: Objectives: ASSESSMENT PLAN Procedures:
Day _____ Standard: PI: ASSESSMENT PLAN						
Day _____ Standard: PI: ASSESSMENT PLAN						
Day _____ Standard: PI: ASSESSMENT PLAN						
Day _____ Standard: PI: ASSESSMENT PLAN						
Day _____ Standard: PI: ASSESSMENT PLAN						

Suggested plan for elementary level K – 3

Teacher: _____ Grade: _____ Week _____

	Mathematics			Science and/ or Social Studies	
Objectives & Procedures	Math Whole Group	Math Flex Group	AIS	Complete as needed/ per units/topics, etc.	
Day _____ **Standard:** **PI:** ASSESSMENT PLAN				**Standard:** **PI:** **Objectives:** ASSESSMENT PLAN **Procedures:**	**Standard:** **PI:** **Objectives:** ASSESSMENT PLAN **Procedures:**
Day _____ **Standard:** **PI:** ASSESSMENT PLAN					
Day _____ **Standard:** **PI:** ASSESSMENT PLAN					
Day _____ **Standard:** **PI:** ASSESSMENT PLAN					
Day _____ **Standard:** **PI:** ASSESSMENT PLAN					
Day _____ **Standard:** **PI:** ASSESSMENT PLAN					

Suggested plan for elementary level K – 3

Teacher: _____ Grade: _____ Week _____

	Literacy			Health
Objectives & Procedures	Readers Workshop (Independent – guided – shared skills development)	Writers Workshop (writing – grammar - spelling)	AIS	
Day _____ Standard: PI: -ASSESSMENT PLAN				Standard: PI: Objectives: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				
Day _____ Standard: PI: ASSESSMENT PLAN				
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objectives: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				
Day _____ Standard: PI: ASSESSMENT PLAN				

Suggested plan for elementary level 4 – 6

Teacher: _____ Grade: _____ Week _____

	Mathematics			Science	Social Studies
Objective & Procedures	Math Whole Group	Math Flex Group	AIS		
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objective: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objective: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objective: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objectives: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objective: ASSESSMENT PLAN
Day _____ Standard: PI: ASSESSMENT PLAN				Standard: PI: Objective: ASSESSMENT PLAN	Standard: PI: Objective: ASSESSMENT PLAN

Suggested plan for elementary level 4 – 6

Teacher _____ Beginning Date _____

Subject _____ Day(s) 1 2 3 4 5 6 *(number of days of instruction)*

Text _____

Lesson/Unit Plan Title or Theme: _____

Essential Question/Objective:

NYS Learning Standards and PI:

- Refer to District's Prioritized Curriculum.

Assessment Plan:

- Strategies and techniques you will use to collect evidence of student progress toward meeting the NYS standards (e.g., observation, group discussions, journal writing, use of alternative testing techniques.)

Procedures:

- Describe what students will do individually or in groups.
- What technology will you use in instruction to enhance the learning?

Resources / Materials:

- For the student and teacher (graphic organizers, Internet sites, guest speakers, documents, etc.

Summary / Closure:

Homework:

Sample Lessons

NAME **SAMPLE 1** ROOM _____

PREKINDERGARTEN DEVELOPMENTAL SKILLS

SPECIALS/NOTES	OPENING	TEACHER	TEACHER AIDE
MONDAY Shape/Color/ABC Tubs **B**	Weekly: Select children for the jobs of the week. (Pledge, messengers, setting the lunch tables, etc.)	Whole Group: Discuss how weather is always changing. Do large graph: Which kind of weather do you like? *Small Group:* *Children make their own weather chart. Each day they change it according to the weather.*	Children choose two different color cubes to make their own alternating pattern.
TUESDAY Caleb's Birthday **C**	Daily: Children recite the Pledge and Sing "America" Calendar: ◆ What month is this? ◆ Children add numeral and count the days. ◆ Children name the day and recite the days of the week.	Whole Group: After reading <u>The Wind Blew</u>, children place pictures of items in the story in sequence using pocket chart. (Pictures are mounted on different shapes, which children also identify.) *Small Group:* *Using a fan, do wind experiments. Make a chart of what the wind blew and what it did not.*	Using unifix cubes children do a 2-1-2-1 pattern.
WEDNESDAY **D**	Weather: ◆ Change the big weather chart according to the day's weather. Circle Time: ◆ Introduce new activities. ◆ Student sharing time.	Whole Group: Children sequence pictures of items that the wind played with, using a pocket chart. (Children identify the shape of the item.) Compare to yesterday's story. *Small Group:* *Journal page: What did the wind love to play with? Children draw a picture and dictate favorite item.*	
THURSDAY Music 10:25 **E**		Whole Group: Discuss how the wind is invisible air. *Small Group:* *Bubble experiments* *1. blowing through a straw* *–only water* *–drop of dish soap in water* *2. Children make very large bubbles by blowing through a straw at the bottom of a cup that has soap film on top. (bubbles are circles!)*	Children work on Geo-Boards using rubber bands to make and name different sized shapes: circle, square, triangle, and rectangle.
FRIDAY **F**		Whole Group: Children share the magazine "Let's Find Out" and discuss kites. *Small Group:* *Journal page: "My kite flew so high it touched the...."* *Children dictate the ending and draw themselves with a kite.* *(kites are diamond shape or 2 triangles!)*	

ASSESSMENT: Children will: 1. Recognize and name 4 basic shapes, 2. Identify and name different forms of weather using picture cards.

NOTE:

- Identifying and naming shapes is an on-going theme.
- Various forms of weather have been previously introduced.

WEEK # SAMPLE 1 WEEK OF _____

RELATED LITERATURE	GROSS MOTOR /GYM	ART	SONGS/POEMS	L A	M	SS	S
Books about the wind: Wind	Gym 107 12:05	Rainbow Prints Materials: ♦ paper ♦ tempera paint ♦ plastic paddle ♦ shaving cream Children put a few drops of tempera paint on top of shaving cream, mix with craft stick. Press paper on top and scrape with a plastic paddle/marble.	Song-Action Song "Moving in the Weather"	S 4 PI 3 4	S 3 PI 4D	S 5 PI 55	S 4 PI 68 21
The Wind Blew Who Took the Famrer's Hat?	Gross Motor 10:25	Continue Rainbow Prints	Song: "Little Wind"	S 2 PI 1 4	S 3 PI 7A	S 5 PI 55	S 4 PI 68 21
Gilberto and the Wind	Playground	Children cut a square shape to make a pinwheel.	Song: "The Wind Blows"	S 2 PI 1 4	S 3 PI 7A	S 5 PI 55	S 4 PI 68 21
The Bubble Factory	Gym 106 12:05	Bubble Pictures Use dish soap, food coloring, water and paper.	Poem: "Who Has Seen the Wind?"	S 4 PI 3 4	S 3 PI 7A	S 5 PI 55	S 4 PI 68 21
Bear's Bargain Curious George Flies a Kite	Gross Motor 9:50	Kites: Children decorate brown lunch bags to be used as kites.	Song: "Spring Is Coming"	S 1 PI 1 2	S 3 PI 7A	S 5 PI 55	S 4 PI 68 21

NAME **SAMPLE 2** ROOM _____

PREKINDERGARTEN DEVELOPMENTAL SKILLS

SPECIALS/NOTES	OPENING	TEACHER (Circle Time)	TEACHER AIDE
MONDAY	S- 3 PI- 1A, 2D Daily: ♦ Pledge ♦ Attendance ♦ Count boys, girls, total children ♦ Recognize and name colors, shapes or numbers	Read The Very Hungry Caterpillar Taste apple and graph "Like"/"Don't Like" ***SMALL GROUPS*** ***(M-W)*** *Children observe, identify and draw caterpillar in their journal.* ***(Th-F)*** *Sequence & tell about life cycle of butterfly using picture cards.*	Children illustrate different parts of the story The Very Hungry Caterpillar. ♦ Be encouraging to the children as they recall the story ♦ Reinforce parts of the story ♦ Script for children after they complete their drawing.
TUESDAY LMC 11:00		Reread The Very Hungry Caterpillar with tape Taste pear and graph (as above)	
WEDNESDAY		Retell The Very Hungry Caterpillar using the flannel board Taste plum and graph (as above)	
THURSDAY Parent Volunteer: Mrs. Cornell		Children Retell The Very Hungry Caterpillar using the flannel board pieces Taste strawberries and graph (as above)	Assist children as the make caterpillars using pompoms and clothespins. Allow children to be as independent as possible.
FRIDAY		Watch video The Very Hungry Caterpillar Taste orange and graph (as above)	

ASSESSMENT: Children will: 1. Be able to retell The Very Hungry Caterpillar , 2. Describe and name the life cycle of a butterfly, 3. Draw caterpillar in butterfly journal.

WEEK # SAMPLE #2 WEEK OF _____

RELATED LITERATURE	GROSS MOTOR /GYM	ART	SONGS/POEMS	LA	M	S S	S
The Butterfly Story	Daily Exercises Yarn balls	Sponge paint caterpillars ♦ Tempera paint ♦ Sponges cut in "caterpillar shape" (long ovals)	Song: "Crawling Around" sung to the tune "Frerr Jacques" Poem: "Four Caterpillars"	S 1 PI 7 10	S 3 PI 3A 2D	S PI	S 1 PI 10 (3.1)
The Caterpillar and The Polliwog (Jack Kent)	Magic rope game: Crawl over/under, jump over, leap, jump and skip rope		Song: "Munch, Munch, Munch" "Goodnight Caterpillars" Poem: "Where Is It?"	S 1 PI 7	S 3 PI 5D E	S PI	S 4 PI 81 4 1, 4.1A E/F/ G
Monarch Butterfly (Gail Gibbons)	Act out the life cycle of the butterfly using props	Butterfly prints with tempera paints	Repeat songs listed above throughout the week.	S 1 PI 10	S 3 PI 5D E	S PI	S 6 PI 81 4.1, 4.1A E/F/ G
The Lamb and The Butterfly	Parachute with record "Bump and Jump"	Clothes pin caterpillars		S 1 PI 10 12	S 3 PI 5D E	S PI	S 1 PI 1.1 A
I Am A Caterpillar (Marzolo)	Bean bags with record "Rock and Roll Beanbags"			S 4 PI 34	S 3 PI 5D /E	S PI	S PI 81 4 1, 4 1A E/F/ G

Grade 4	Week 34	English Language Arts		Review WK.		Health
Procedure	Reading Whole Group	Reading Flex Group	Writing	Spelling No new list	AIS	
Monday C Standard: 1 PI: 16 Objectives: Recognize biography as genre ASSESSMENT PLAN What is a biography?	Teacher reads aloud: Runaway Slave intro theme book: Do Free or Die Why will some events appear in both?	Title I student guided reading to ensure main ideas of chapter appear in summaries	Summary Expectations 3-4 sentences as summary of chapter.	Review words from Lessons 15-17 Workbook pg. 54-60	See flex group	Standard: PI: Objectives: ASSESSMENT PLAN
Tuesday D Standard: 1 PI: 1 Objectives: Summarizing ASSESSMENT PLAN Are details/actions omitted in retelling?	Pupils read & discuss in role, writing chapter summaries as they progress through book. Summarize main idea # supporting details = summary	Circulate to reinforce structure, subject-verb agreement, etc. as pupils compose summaries.		Worksheet from T116-118	Address students as group by name as they are engaged in writing activity.	
Wednesday F Standard: 1 PI: 7 Objectives: Paraphrasing ASSESSMENT PLAN Yes: no direct copying to avoid loss imp. event.				Spelling Bee		Standard: PI: Objectives: ASSESSMENT PLAN
Thursday F Standard: 3 PI: 26 Objectives: Sequencing ASSESSMENT PLAN Are summary sentences in correct sequence?	Share chapter summaries			Test See TM 51 30 words		
Friday A Standard: 1 PI: 4 Objectives: Retelling ASSESSMENT PLAN Do book report & Lit. Log analogies	Pupils will write "one paragraph" story retelling chapter summaries from T-W—This into Wks		Use transition words and phrases to advance story sequence in final wks of life.		Provide chart w/ transition phrases for Ex.	Standard: PI: Objectives: ASSESSMENT PLAN

Review 3.1.10 - 3.20.10
Work with Research Group
Math Group Activities

Procedure	Mathematics: Math Whole Group	Mathematics: Math Flex Group	Mathematics: AIS	Science Block	Hist-Social Studies Block
Monday Standard: 3 PI: 6D4 Objectives: Estimate and measure volume ASSESSMENT 5A PLAN 5D 6A	Partners: and 1 medicine cup, will estimate volume in Enter data on sheet	Given 4 cups 1 medicine cup, then measure mL for each cup. Find mass w/cups & water w/o H2O	Labeled A-D on balance. Draw ✓ on reading mL on measuring cup	Standard: 4 PI: 80, 81, 88 Objectives: Define succession, stages of ASSESSMENT PLAN –	Standard: PI: Objectives: ASSESSMENT PLAN
Tuesday Standard: 3 PI: 8B8 Objectives: Use thermometer ASSESSMENT PLAN	Text p. 514-515 Practice wkbk ch 11-15 Each student fills cup w/ hot tap H2O. Record temp. every 30 min.		Read temp. w/student.	Review ecosystem producer 5.4 consumer PI: 75, decomposer 86 predator-prey 88 host-parasite 88 mutualism text pg. 146-147	
Wednesday Standard: 3 PI: 3D Objectives: Review decimals metrics 2B PLAN	pg. 518 Do. Correct at bd. pg. 520 Do. Collect.	Work to board to complete 518-	Work at bd. to complete odd #s on p. 520	Standard: 1 PI: 9, 5.4 Objectives: State metals are conductor of electricity and are attracted by magnet ASSESSMENT PLAN Test by for circuit and Magnet.	Standard: PI: Objectives: ASSESSMENT PLAN
Thursday Standard: 3 PI: 1B Objectives: Review decimals metrics 2B. ASSESSMENT PLAN	Practice workbook 192-193		Work together to complete even #s on these pages	Review: balance 5.4 PI: 69 thermometer ruler graduate What do these tools used for? What are appropriate units measuring Assessment Station	
Friday Standard: 3 PI: See Above Objectives: Assess CH. 11 ASSESSMENT PLAN Test	Test	—	—	Standard: 4 PI: 69 Objectives: Describe object by it's physical properties Lettered object ASSESSMENT PLAN Partners describe in journals	Standard: PI: Objectives: ASSESSMENT PLAN

Teacher_____ **Beginning Date** 3/15/2002

Subject Computer Programming **Day(s)** 1 2 3 4 5 (number of days of instruction)

Text A Guide to Progrm. C++

Lesson/Unit Plan Title or Theme Controlling Program Flow

Essential Question/ Objective :

What is an easier way to ADD and SUB

NYS Learning Standards and PI:

- Refer to District's Prioritized Curriculum. 456, 303, 453

Assessment Plan:

- Stratagies and techniques you will use to collect evidence of the student progress toward meeting the NYS standards (e.g. observation, group discussion, journal writing, use of alternate testing techniques.)

Evaluate if students understand syntax of summing and counting.

Have statement written in two different ways to get same result.

Evaluate typing, debugging, and run of the program.

Procedure:

- Describe what students will do individually or in groups.
- What techniques will you use in instruction to enhance the learning
-

Review structure of sum & count statement syntax. Num = Num + 1

Show how to use ++ and += to replace repeated variables.

Show ease of writing longer statements using shorter form.

Have program typed, debugged and run.

Resources/ Materials:

Computer, network, C++ compiler, printers

Summary / Closure:

Review syntax of the two structures of Addition

Homework:

Assign worksheet with translations of both styles