**Name\_\_\_Allyx Pfeifer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Learning Segment Focus\_Understanding The Place Value System\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson \_\_1\_\_\_of\_1\_\_ Topic \_Expanded Form\_\_\_\_\_\_\_\_Date: May 3\_\_ Grade\_5th\_\_\_\_\_\_**

**Student Outcomes**

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| --- | --- |
| Specific learning **objectives** for this lesson. | Students will be able to read and write decimals to thousandths using base ten numerals, number name, and expanded forms. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | In previous lessons, the students will have been using the skills needed in base ten such as using fractions and decimals to solve real life problems as well as mathematic concepts. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | Students have background of base ten from other classes as well as decimal knowledge. |

**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | Read, write, and compare decimals to thousandths: • Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s) Examples could include: o Base-ten numerals “standard form” (347.392) o Number name form (three-hundred forty seven and three hundred ninety-two thousandths) o Expanded form(s): 300 + 40 + 7 + .3 + .09 +.002 = 300 +40 +7 +3/10 + 9/100 + 2/100 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) +2 x (1/1000)= 3 x 102 + 4 x 101 x 7 x 100 + 3x (1/101) + 9x (1/102) +2 x (1/103) • Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons |

**Key Vocabulary**

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| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **Base, decimal, expanded form, numerals, standard form** |

**Academic Language Support**

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| What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?  What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | Students will have access to graphics for key terms.  Students will have a printed-out example expanded form labeled for them  Students will have their table partner as peer academic language support  Visuals will be provided for each unit as well as size comparison graphics for fractions  The vocabulary will be posted on the wall with cognates. |

**Materials**

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| --- | --- |
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Paper, pens, spectrum, smart board, colored note cards |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Pens, paper |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| --- | --- | --- |
| **Amount of Time** | **Teaching & Learning Activities (This should be a BULLETED LIST)** | **Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)** |
|  | **Introduction**: | Show an introduction video of what spectrums are on smartboard, I will also show a video of expanded form to start off the lesson. |
|  | **Instruction:** | In this lesson, students will be playing a matching game with spectrum.  I will write a number color coded on each color on the spectrum keyboard mat. Students will team up and look around the room for color coded expanded forms that match each color. There will be several of the same color so they have to find the correct answer. Once they have, they will touch the finger rings to start a part of the song. Once everyone has found their expressions, we will all play the same time to create the song. |
|  | **Closure:** | In closing, students will wrote a reflection on their laptop and turn into google classroom. |

**Technology Integration**

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| --- | --- |
| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **In this lesson, I used spectrum and my smart board. I thought that these two really made the lesson what it was. Spectrum is the perfect way to match up any problems you want and also allows for students to be up moving and hearing music. My smart board allowed for introduction videos and was a great way to start the lesson. The spectrums is great for students who learn by doing, or listening!** |

**Accommodations/Modifications**

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| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | . Students will be able to use peers as academic language support.  Students will have access to their vocabulary and cognates.  Independent practice can be reduced to meet the needs of the individual students. |

**Differentiation**

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| --- | --- |
| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**  (All students who are not on specific plans mandated by federal and state law.) | Teacher will provide contextualized material to all students to need it, or appear to be struggling throughout the lesson. These materials will be real life objects the size of their conversions for students to be able to picture each size. Teacher will also highlight/ color-code various charts and graphics to separate each system as well as each unit. |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| Describe the **tools/procedures** that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed). | ☐ Formative /☐ Summative | student reflection |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| --- | --- |
| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | Behaviorist learning and information processing  For this lesson, direct instruction was chosen because the teacher planned for the students to gain knowledge of the conversions and units and to be able to apply this skill in real work situations. These real-life situations are word problems, for example, cooking problems. |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>