

Lesson Plan TemplateLesson Segment Focus Place ValueLesson 1 of 2Course & topic addressed Math/ Place Value and Money Date 11/7/18 Grade Third**Student Outcomes**

Specific learning objectives for this lesson.	The objective of this lesson is for students to understand place value.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson goes with prior knowledge of numbers. We will expand on this topic by discussing how to write numbers in different forms. It also goes with previous lessons with money and knowing the value.
Knowledge of students background (personal, cultural, or community assets)	Some students might know a lot about place value and handling money while others don't.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones (e.g., 7,706 can be portrayed in a variety of ways according to place value strategies)</p> <p>Understand the following as special cases: • 1,000 can be thought of as a group of ten hundreds---called a thousand • The numbers 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000, 8,000, 9,000 refer to one, two, three, four, five, six, seven, eight, or nine thousand.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will use money to help students understand place value. We will use the maholia tools app, so all students can create different money amounts and figure out the place value.</p> <p>I will also use random numbers that I create and underline a place value for students to learn.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Place value, thousands, hundreds, tens, and ones
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Materials

Materials needed by teacher for this lesson.	iPad and marker board
Materials needed by students for this lesson.	iPad and pencil and paper

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Min	<u>Introduction:</u>	I will write out a few numbers on the board. I will then ask students if they can tell me the numbers I have wrote down.
20 Min	<u>Instruction:</u>	<p>I will then begin to teach students about place value and how we read numbers. They will learn that there are 100 ones in 100. We will work out a lot of place value problems on the board together, so I can demonstrate it. Then I will have students get out their iPads and open the matholia tools app.</p> <p>I will give them a number, for example 1,000 and I will want them to show me that number using one hundred-dollar bills so that they can understand 10 one hundred-dollar bills are in 1,000.</p> <p>This will help them understand place value and how the numbers are formed. I will also hand out a work sheet that has number on it with certain place values underlined where students must list the value. This will assess what they have learned.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Min	Closure:	I will pull up the work sheet on the board and go over the answers, so students can review their work. This will give me the chance to work with students who still don't understand.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might have to work with some students on how to work the app. I might also sit at some of the student's desk and give them some extra help if needed. I could also make this activity a group activity, so students can help each other.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could have students get in groups. I could also bring in fake paper money instead of having student work on the ipads.
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Assessments: Formative and/or Summative

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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>