

Lesson Plan

Learning Segment Focus: Write and Interpret Numerical Expressions- Prodigy app Lesson: 2 of 2

Course & topic addressed Math: Write and Interpret Numerical Expressions Date: 03.09.2020
Grade: 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to write simple expressions with numbers and interpret numerical expressions without evaluating them at 95 percent accuracy.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will use their schema on using the grouping symbols such as, parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols from the past lesson. This prior knowledge will help them write and interpret numerical expressions on their own. Students have prior knowledge on using prodigy as their drill and practice.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	My class has 8 white, 10 African American, 1 Asian and 5 Hispanic. I have 4 who have been identified as are English Language Learners and 2 who have been identified as SPED. My 4 ELL students are part of a pull- out program twice a week for 30 minutes each. My 2 SPED students are part of a resource class they have every day for an hour. I have 3 ACE students who are pulled for higher learning 2 days a week in the afternoon. With a great diversity in my classroom, my class is able to learn amongst their peers through cultural differences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them For Example: Express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Add Subtract Multiply Divide Parentheses Brackets expressions times Sum product difference dividend

Academic Language Support

<p>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?</p> <p>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)?</p>	<p>I will provide a word wall with all the key vocabulary for students to reference if they need a review when creating/ interpreting numerical expressions. Students will have peer support if needed from advanced students. Anchor charts will be provided and created as a class to help students with expressions.</p>
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Anchor chart Word wall with vocabulary iPads with Prodigy app SMART Board Computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Copy of anchor chart Pencil iPads with Prodigy

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
5 minutes	<u>Introduction:</u>	“Okay boys and girls, let’s get up and stretch and get ready for math! Yesterday we talked about math expressions and what they are! We also talked about the different elements and vocabulary the numerical expressions use. If you look on our math word wall, I have included these elements and vocabulary for you to look at. Today we are going to practice this vocabulary by writing and interpreting numerical expressions using words and numbers together. We will even get to use our favorite math app: Prodigy at the end of class to practice these types of problems.”
30 minutes	<u>Instruction:</u>	<p>“Yesterday, we went over some vocabulary words that are going to help us with writing and interpreting numerical expressions. Let’s go over them.”</p> <p>I will go over the key vocabulary, meaning, grouping symbols, and examples. I will write and expression on the board and help determine how to solve it.</p> <p>“Good job solving the numerical expressions. now let’s turn it around and see if you can interpret and expression mixed with words and numbers.”</p> <p>I will write on the board “subtract 2 from 20. Then divide by 8.”</p> <p>“How can I write this with numbers or numerical. Remember, if you need help with the what word goes with what symbol look on the word wall.”</p> <p>*Student raises hand and answers*</p>

		<p>“Yes! AWESOME! (20-2)/8”</p> <p>We will do a couple more of examples and then they will do 5 practice questions alone and then after they are done, they will share with partners and correct mistakes.</p> <p>In my teacher portal to prodigy, I have assigned their game to give problems working on this standard. This will give me an assessment on what they learned.</p> <p>“Alright boys and girls, when you are finished with the problems, turn them in. You may grab your iPad and go on Prodigy to play and practice these expressions. Raise your hand if your need help.”</p>
<p>5 minutes</p>	<p><u>Closure:</u></p>	<p>“Alright, boys and girls lets get our clorox wipes and wipe our iPads down and get them ready to put up in the charging station. Please put your notes in your math folder in your desk. These will help you study and use as a reference. Once you done, get your backpack and belongings ready! They will call for busses any minute. When you go home try and listen to hear if anyone expresses what they need in a numerical expression, such as maybe a recipe or measurement.”</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>ELL students and IEP/504 students will receive guided notes/ copy of the anchor chart to follow along. They will math sentence frames to help them with identifying what the expression is trying to say. There will be a word wall to refer to if needed. Struggling students will receive intervention with intervention if they are struggling to understand expressions.</p>
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Differentiation

<p>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.)</p>	<p>Advanced students will receive advanced numerical expression practice questions and adding in division. Students will act as peer tutors to help struggling students with math problems.</p>
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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	Student will do 5 practice questions
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Teacher will walk around and observe how they are doing on Prodigy with drill and practice
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will use prodigy to determine the progress of numerical expressions.

Research/Theory

Explain connections to theories and/or research (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 .	Constructivism: Students must use their prior knowledge of grouping symbols and evaluating numerical expressions.
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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.

Resources:

How would you write this expression?

Add 13 and 2. Then add 4.

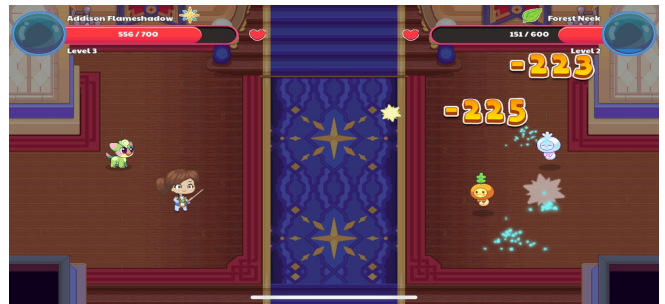
+ +



(2 + 4)

(13 + 2)

(13 + 4)



*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>;
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