

Name _____ Emilee Hammett _____

Lesson Plan

Learning Segment Focus _____ Naming and Comparing Whole Numbers _____

Lesson 3 of 3 Topic _____ Math _____ Date 4/14/2021 Grade 4**Student Outcomes**

Specific learning objectives for this lesson.	Students will understand how to compare whole numbers using the less than, greater than, and equal to symbols.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Prior to this, students have learned about place value. Students have learned how to represent numbers with numerals, words, and expanded form.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students have seen numbers written in standard and word form on signs, in books, in grocery stores, etc.

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.4.NBT.A.2 • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form • Compare two multi-digit numbers based on meanings of the digits in each place, using symbols ($>$, $=$, $<$)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Standard Form, Word Form, Expanded Form, Less Than, Greater Than, Equal To
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Academic Language Support

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 have priorly discussed all of the key terms for this lesson. All of the key terms and their definitions will be reviewed at the beginning of the class and displayed on the board for the duration of the lesson.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	White board, expo marker
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers, padlet, earbuds, pencil, paper

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)
10 minutes	<p><u>Introduction:</u></p> <p>Pretest poll to see how students are at comparing numbers and explaining their answers.</p>	<p>I will open a poll that has one question comparing numbers ($<$, $>$, $=$) and asks students to explain why they chose their answer.</p> <p>Students will work on this 'bellringer'.</p> <p>Once students have turned in their answers, I will reveal the correct answer.</p>
45 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • We will go through the key vocabulary for the lesson. • Students will go through Padlet, reviewing how to write numbers. • I will be monitoring. If a student has trouble, I will pull them aside to give additional instruction on white board or with base 10 blocks. • I will present the idea of comparing numbers and explain the symbols. • Students will work on their last padlet activity. • If students are having trouble, I will pull them aside for additional instruction. • Students will turn in their answers for the padlet activities via paper. 	<p>We will look at each key vocabulary term and discuss.</p> <p>Students will begin the review section of their padlet, which connects our lesson with the past two lessons about word form and expanded form.</p> <p>I will pull out any student who is struggling for additional instruction regarding word form or expanded form.</p> <p>When students have worked through the review, I will use the white board to demonstrate how to determine if a number is greater than, less than or equal to another number. I will also explain how to read the symbols.</p> <p>Students will go back to their padlet and complete the comparing numbers section.</p> <p>I will walk around and ask students to explain to me how they are getting their answer and why.</p> <p>If students are having trouble, I can pull them aside for additional instruction.</p> <p>Students will turn in their padlet activity answers.</p>

10 minutes	Closure: Revisiting poll	I will open the poll from the beginning of class again with only the number being different. Everyone will have another chance after instruction to answer the question correctly. We will look at the number of answers correct at the beginning of class vs. the number correct at the end of class.

Technology Integration

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.	I chose to use a padlet for this lesson so that the students can work through the lesson at their own pace, individually. The padlet is set up so that everything is in chronological order. Since the beginning of the lesson is a review of past lessons, it will benefit the students to work at their own pace and recall what we have learned previously.
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Accommodations/Modifications

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.)	If a student or students have been absent and missed the prior lessons involved, I can work with them on what they have missed while the rest of the class individually reviews the past lessons. If students need help understanding the content, I can pull them out individually or in small groups to discuss further and model what the videos are showing. Time allowed for the completion can be modified.
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Differentiation

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.)	I can use colored markers to model and differentiate the hundreds, tens, and ones places on the board. I can show additional examples of word form, expanded form, and comparisons on the board. I can use base ten blocks to model each number if it is needed.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will check each of the activities for correctness.
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learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The material presented in this lesson will be assessed on an upcoming quiz.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will go around while students are working and ask them to explain to me how they are solving a specific problem from the activities.

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 .	<p>“Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases. More than half of frequent users also find that students use new vocabulary as a result of video use.”</p> <p>Research from: https://www.safarimontage.com/pdfs/training/UsingEducationalVideoInTheClassroom.pdf</p>
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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/Resource11a.pdf>;
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