

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus Rounding Decimals Lesson _____ of _____

Course & topic addressed Average and Total Calculations Date _____ Grade 5th Math

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to successfully round decimals to different place values. Students will understand the impacts and reasons for rounding to certain decimal places.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use their knowledge of place value and greater than or less than.
Knowledge of students background (personal, cultural, or community assets)	Students will know what trash is and will be able to understand the data that is presented. Students will use their everyday knowledge of when decimals are rounded.

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.	5.NBT.A.4 Apply place value understanding to round decimals to any place.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will use a word wall with definitions and examples. I can also pass out vocabulary sheets to students so they can define the terms in their own words as well as provide examples and drawings.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Tenths, Hundredths, thousandths, rounding, average, total
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Materials

Materials needed by teacher for this lesson.	Spreadsheet example and template, computer, reports from school
Materials needed by students for this lesson.	Spreadsheet example and template, computer, data information

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

Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p>Introduction: Decimals</p>	<p>We will begin class by solving in our calculators the following problems. 35/3, 66/9, 7/9</p> <p>I will ask the students what they notice about these answers. (Repeating Decimals) Next they will solve: 85/12, 102/96, 45/98</p> <p>We will then discuss how these answers are different.</p>
	<p>Instruction:</p> <p>Lecture</p> <p>Project</p>	<p>I will explain to students that decimals that repeat or are terminating can be rounded. I will explain the rules of rounding with my students (>5, remains the same, <5 or =5 rounds up). I will tell the students that decimals can be rounded to several different place values. We will discuss as a class why we might need to round to different place values.</p> <p>We will then round the answers that we found earlier in the lesson by using these rules.</p> <p>I will do a formative assessment by asking students to write down their rounded answer to the following: Round 12.8973294 to the thousandths place. They will turn this in to me.</p> <p>I will then assign the students to track the amount of trash in elementary, middle, and high schools. They will analyze data reports given by the school for this project that entails how many pounds of trash is produced by the schools' cafeteria, gym, and classrooms. They will find the totals and averages of the amounts of trash produced each day and by each area. Students will use their knowledge of rounding to round any calculations that come up. Students will choose which place value to round to.</p>

		They must justify their rounding thinking by providing the impact that place value has. Students will write their justification on a goodel doc and submit that to me.
	Closure: Why do we round data in research?	I will pose this question to my class. We will have a discussion and write down ideas about the impacts of rounding. Students will write a paragraph describing the pros and cons of rounding data for research.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I can work with some students in a small group setting. This will allow for further instruction and better assessment of where the students stand. Some students may need to go beyond this activity by rounding to multiple place values and explaining the difference in research data that different rounding provides.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Some students may need a spreadsheet that is already filled out. Then they can focus solely on the different roundings they can perform. This will help them focus on the task of rounding as well as its impact.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Rounding to hundredths place. This will allow me to assess for place value understanding as well as rounding rules.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will write their justification of their place value rounding and turn it in via google doc.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will turn in their spreadsheets that contain their rounded numbers. This will allow me to assess whether students rounded correctly.

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.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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