

Name Hannah Cunningham

## Lesson Plan Template

Lesson Segment Focus Operations with Decimals  
\_\_\_\_\_ of \_\_\_\_\_

Lesson

Course & topic addressed Change Collection: Decimals- Hundredths Date 4-7-19  
Grade \_\_\_\_\_

### Student Outcomes

Specific learning objectives for this lesson.	Students will understand how to perform basic operations with decimals. Students will recognize the whole as a collar and interpret the decimal value in a monetary value. Students will find various ways to equal certain decimal values using different currency coins.
Describe the connection to previous lessons.	Students will use their knowledge of a whole, place value, and currency values of coins.
Knowledge of students background (personal, cultural, linguistic, or community assets)	Students will understand the value of different coins.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>5.NBT.B.7</b> Perform basic operations on decimals to the hundredths place. Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Place Value, Tenths, Hundredths, Average, Total, Compare</b>
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	A word wall will help students understand the definition of the vocabulary. Examples will also be included for more support.
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## Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Excel Sheet Example, Template, Computer
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Computer, Excel Template

## 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.
	<p><b>Introduction:</b> Change Adds Up</p>	<p>After students have been seated, we will have a discussion of how coins can add up to dollar amounts. Students will have the opportunity to share stories of coin collections, piggy banks, and saving of coins. I will then explain to the class that we will be collecting coins as a class in different areas and comparing the results. As a class, we will decide what to purchase for our classroom with the coins that we collect.</p>
	<p><b>Instruction:</b> Experimentation  Lecture  Discussion  Orientation  Project  Collection</p>	<p>Students will experiment with coin manipulatives. Students will discuss in groups of five how to make the same values using differ coins. I will then discuss with students that this can be applied with decimals in our place value system.</p> <p>I will give a short lecture explaining the tenths and hundredths place values of a decimal. Students will then discuss in their groups the connection between the tenths value of coins and the hundredths value of coins and how these interact together to add up to a whole- a dollar.</p> <p>As we progress through the project, we will discuss how to find an average, what it can tell us about the data, and how to draw conclusions from it. We will also discuss how to find the total and how comparing those results from different data can help in drawing conclusions.</p> <p>I will explain to the students that over the next month they will collect coins they find in different areas. We will infer which areas will give us the most coins. I will ask the class how we can sum up the results of each week. Students will come up with ideas that hopefully include:</p> <ul style="list-style-type: none"> <li>Averages</li> <li>Charts</li> <li>Graphs</li> </ul> <p>We will then review the spreadsheet example. I will orient the students on how to record their results. Students will stay in groups of five. They will work together on one spreadsheet.</p> <p>We will have a discussion about the different operations included in the tables. I will talk about how an average gives the mean value of the coins. I will also talk about the total. I will explain it adds up the decimals and groups them into the same whole. We will discuss the whole as a dollar. We will talk about how many hundredths are needed to make a whole. Over the next four weeks, students will</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.
		collect data and have discussions over their findings, draw conclusions, and figure up two different coin combinations to come up with the same value they found for a week of their choosing.
	<b>Closure:</b> Conclusion	Students will present their group findings to the class. They will present their inferences, conclusions, and different coin combinations to the class.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will group students so that at least two high achieving students are in each group to accommodate all other learners.
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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?	<b>I will provide detailed directions, access to a completed example, and peer support for students.</b>
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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 checked="" type="checkbox"/> Summative	Presentation at the end of the 4 weeks to show understanding of conclusions and different combinations of coins.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Group peer assessments to make sure each student is held responsible.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	
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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>;  
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