

Name Madeline Martin

Lesson Plan Template

Lesson Segment Focus Place Value

Lesson 1 of 1

Course & topic addressed Math - Place Value

Date _____ Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about place value and how it applies to multiplication and division.
Describe the connection to previous lessons.	The lesson connects to previous lessons by taking what the basic concepts they already know about place value and strengthening their understanding to where they can incorporate it into future mathematical concepts.
Knowledge of students background (personal, cultural, linguistic, or community assets)	2 special needs students, 5 immigrant students, the rest caucasian

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.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right For example: Recognize that $700 \div 70 = 10$ or $700 = 10 \times 70$ by applying concepts of place value and division.
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Key Vocabulary

What vocabulary terms/content specific terminology must be	Place Value, Ones, Tenths, Hundredths, Divisible, Multiple
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addressed for students to master the content?	
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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? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	<p>Vocabulary flip charts will be created by students in small groups. Using their school computers and powerpoint! Each student will have their own flip chart that they used the printer to print off with the key term, definition, and example in their math folder. They can look at these at any time in order to remember and learn the vocabulary terms.</p>
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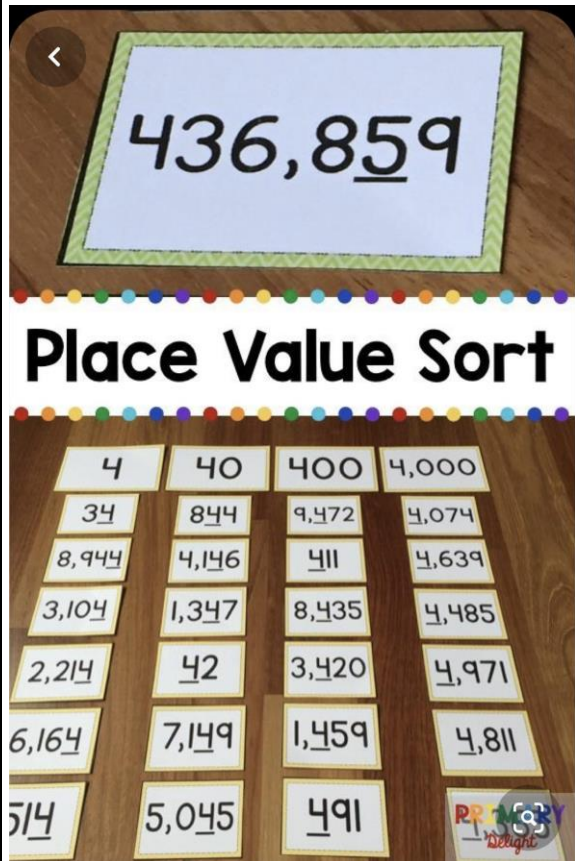
Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> - Colored Paper - Scissors - Markers - Computer
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> - Math Journals - Computers - Powerpoint - Printer - Paper - Pencil - Pens

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.
10 min	<u>Introduction:</u>	<p>I will discuss place value to the class and we will watch an instructional video to refresh previous information the students have learned about place value.</p> <p>https://www.youtube.com/watch?v=QS3215WhSuY</p> <p>I will then give students the opportunity to explain what they already know about the concept place value.</p> <p>I will demonstrate examples to the class of how place value is used in multiplication and division, which we will learn in a later lesson.</p>
	<u>Instruction:</u>	<p>For the instruction part of the lesson, I will write a whole number on the board.</p> <p>Students will then write the same number on their ROCKETBOOK. This is a type of erasable pen book that is a fun technology for students to learn to use.</p> <p>I will have students underline either the ones, tens, hundredths, or thousandths place on their rocketbook and hold it up for the class. This will be a way students can understand which value place a number is in. Once we have finished a problem all students have to do is spray their book with water and erase.</p> <p>Then I will break students into small groups of three to four students. In these groups students will be playing a place value game. The game will consist of the numbers 2, 20, 200, 2,000 at the top of the game. Students will then have multiple one, two, three, and four digit numbers with the number two</p>

underlined. They will be asked to place the number under whichever place value it belongs to. For instance the number 4,325 with the 2 underlined would go in the 20 column. I will walk around and make sure students are understanding all concepts. This is a great way for students to interact with each other all while trying to complete the game and better understand place value.



This is an example of the game from teachers pay teachers, I could purchase it or create my own.

Closure:

For the closure part of the lesson, students will all return back to their own desks and we will have an exit slip where students will answer three questions about place value. These questions could consist of

		vocabulary learned throughout the lesson, or finding the place value of a certain number. Students will return these to me so I can assess if they correctly learned the concept.
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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.	<p>Powerpoint School Computers Rocketbook Printer</p> <p>Each of these technology items plays an important role in the instruction. Students will use their school computers and powerpoint to create a vocabulary flip chart over the terms in this unit. They will then use the printer to print off this flip chart to have for future use. Students will also use rocketbooks during instruction when we are discussing place value. This is a form of technology that they probably have never used before. By integrating this technology into the lesson students are going to be engaged and learn new ways to do math!</p>
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Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students can use their vocabulary flip chart that they created through powerpoint whenever they need a refresher on their vocabulary terms. I can provide one on one instruction for any student who may need it. I will provide extra time for assignments for any students who need them.
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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?	The teacher will provide direct instruction methods to make sure students are fully understanding the concepts and tasks at hand. The teacher will provide highlighted and underlined numbers when applied to place value so students will understand exactly what number they are trying to identify. The teacher will provide help with powerpoint, computers, printer, and rocketbooks when including technology into the instruction!
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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	I will assess the students first by having them underline a ones, tenths, or hundredths place on their marker boards. I will make sure all students are understanding the concept correctly.
	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	During the place value game with small groups I will walk around the room to assess that students are understanding the game and working well with their peers.
	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	Exit slip about place value.

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts	I chose direct instruction for this lesson because I felt it was the best way to give students a firm understanding of place value. They need this firm
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in the field or national organization positions)	foundation to be able to incorporate place value into multiplication and division in future lessons.
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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/har ms/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>;

<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>