

WEST CHESTER UNIVERSITY LESSON PLAN TEMPLATE	
Lesson Day	Friday 10/11 Number Forms and adding decimals
How will this lesson support the learning goal? (1c: Setting Instructional Outcomes)	The students will be learning the different forms of writing numbers. The students will also be learning how to add decimals, using their knowledge of place value to assist them.
PA Standards and Other Appropriate Professional Standards (1c: Setting Instructional Outcomes) http://www.pdesas.org/Standard/view or https://www.pdesas.org/Page?pagelid=11 <i>List the Pennsylvania Standard(s) relevant for this lesson</i>	Standard - CC.2.1.5.B.1 Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals. Standard - CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

<p style="text-align: center;">ISTE (Technology) Standards (IF APPROPRIATE)</p> <p style="text-align: center;">(1c: Setting Instructional Outcomes)</p> <p style="text-align: center;">www.iste.org / ISTE Standards for Educators</p> <p><i>When addressing this section, you should include the standard number and the sub-component (e.g., 3a, 4a-c, etc.). Also, explain how the unit or lesson explicitly incorporates at least one standard (standard 3-7 only). Describe where in the learning plan there will be evidence that the standard selected will be integrated into the learning experience.</i></p>	
<p style="text-align: center;">Objective(s)</p> <p style="text-align: center;">(1c: Setting Instructional Outcomes)</p> <p><i>Taking into consideration the learning goal, what is the objective(s) of this lesson that will support the progress toward the learning goal?</i></p> <p><i>The statement should be directly observable (use verbs that can be measured).</i></p>	<ol style="list-style-type: none"> 1. When given a number, the student will be able to write the number in the four forms taught with 75% accuracy. 2. When given an operation with decimals, the student will be able to accurately add decimals.

Academic Language

(1a: Demonstrating Knowledge of Content and Pedagogy)

What language will students be expected to utilize by the end of the lesson?

Consider Language function and language demands (see Lesson Plan User Guide).

What key terms are essential?

What key terms are essential to develop and extend students' academic language?

What opportunities will you provide for students to practice the new language and develop fluency, both written and oral?

1. Decimal
2. Place value
3. Operation
4. Number forms
5. Standard form
6. Word form
7. Base 10 form
8. Expanded form

Materials/Resources

(1d: Demonstrating Knowledge of Resources)

What texts, digital resources, & materials will be used in this lesson? How do the materials align with the learning objectives/outcomes? If appropriate, what educational technology will be used to support the learning outcomes of this lesson? How do the resources support the learning objectives?

Cite publications and any web resources.

1. Place value chart
2. SmartBoard
3. Math notebook
4. Base ten blocks
5. Place Value Song
https://www.youtube.com/watch?v=t_RCtcqha5U
6. Line 'Em Up Decimal Song
<https://www.youtube.com/watch?v=26nJw1Ko4-A>
7. Exit ticket (sticky notes)

Anticipatory Set

(1a: Demonstrating Knowledge of Content and Pedagogy)

minutes

How will you set the purpose and help students learn why today's lesson is important to them as learners?

How will you pique the interest or curiosity regarding the lesson topic?

How will you build on students' prior knowledge?

How will you introduce and explain the strategy/concept or skill?

Provide detailed steps

1. "We have been having an issue with the word shut up. I would like us to find nicer ways to tell someone to be quiet."
2. "Please come up to the SmartBoard and write down different ways to tell someone to stop talking. I gave you guys 2 already."
3. Allow students time to share their answers. When students are done writing on the board, introduce the lesson by playing the [Place Value Song](#).
4. "I love the answers on the board. One of my favorite artists is Taylor Swift. Anyone like Taylor Swift or listen to her music?"
5. "Taylor Swift is going to introduce our lesson for today. Warning, the video is tad bit corny but very educational."
6. "Just listen and no talking please." The teacher will play the [place value song](#)

Instructional Activities

(1a: Demonstrating Knowledge of Content and Pedagogy;

1e: Designing Coherent Instruction)

Exploration (Model): How will students explore the new concepts? How will you model or provide explicit instruction?

Guided Practice: How will you provide support to students as they apply the new concept? How will you allow them to practice (with teacher support)?

Independent practice: How will students review and solidify these concepts to be able to use this new knowledge? How will you monitor and provide feedback?

Provide detailed steps.

1. "What do you think we will be learning about today? Use the activity and song to help you."
- 2.

Closure

(1e: Designing Coherent Instruction)

minutes

How will students share or show what they have learned in this lesson?

How will you restate the teaching point and clarify key concepts?

How will you provide opportunities to extend ideas and check for understanding?

How will this lesson leads to the next lesson?

1. The teacher will play the [Line 'Em Up](#) song for students.
2. "Alright guys, we will be listening to one more song and it's a lot less corny if I do say so myself."
3. "Everyone stand up and follow the steps in the song. Feel free to dance and get your math on."
4. The teacher will start playing the [Line 'Em Up](#) song after students stand. If a student refuses to stand, kindly ask them to stand but don't force them.
5. Place sticky notes on students' desk while they dance.
6. "Now let's practice what we just learned and danced to. There is a sticky note on your desk, please grab it and put your name on the back, the sticky part."
7. "Now pick any place in the room to sit, desk or floor. Now let's line them up."
8. The teacher will provide students with 3 decimals to add on the smartboard.
9. "Line up those 3 decimals and solve them please."
10. "When you are finished, write a way to say be quiet on your sticky note and post it on the walls."
11. The teacher will give students time to work and to post their sticky notes.
12. "Remember just like there are many kind ways to say be quiet, there are many ways to write a number. Today we learned how to line up decimals to helps us add. This is an important tool to know, especially when dealing with money or measurements."

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| | <ol style="list-style-type: none">13. "What is one thing you learned today or enjoy about the lesson."14. Allow students time to think and then ask for volunteers but if students won't volunteer, call on random students to share.15. "Thank you for you effort today to make lessons engaging. It's Friday so we won't don't have any...?" The teacher is hoping students say homework.16. "Enjoy your weekend, be safe, and spend some time on Imagine math." |
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Differentiation

(1e: Designing Coherent Instruction)

What differentiated support will you provide for students whose academic development is below or above the current grade level?

What specific differentiation of content, process, products, and/or learning environment do you plan to employ to meet the needs of all of your students?

How does your lesson support student differences with regard to linguistic, academic, and cultural diversity?

How will your lesson actively build upon the resources that linguistically and culturally diverse students bring to the experience?

How will your lesson will be supportive for all students, including English Language Learners, and build upon the linguistic, cultural, and experiential resources that they bring to their learning?

How will your lesson is designed to promote creative and critical thinking and inventiveness?

1. Technology is being used during the lesson.
2. ESOL/ELL students will receive extra support, as well as the students with an IEP.
3. Instruction differentiated using different learning to teach content

<p style="text-align: center;">Accommodations</p> <p style="text-align: center;">(1e: Designing Coherent Instruction)</p> <p><i>What classroom accommodations do you plan to employ to increase curriculum access for students identified with special education needs or 504?</i></p> <p><i>Describe how these accommodations align with the current Individualized Education Plan (IEP) for each student as applicable (avoid using actual names of students).</i></p>	<p>Accommodations will be for the students who are ELL and ESOL, as well as for a student that is a selective mute and a student with a learning disability that requires an IEP.</p> <ol style="list-style-type: none">1. Spanish speaking students may sit together to help each other.2. The student who is selective mute seats in the front, closer to the teacher.
<p style="text-align: center;">Modifications</p> <p style="text-align: center;">(1e: Designing Coherent Instruction)</p> <p><i>What curricular modifications and/or changes in performance standards, if any, do you plan to employ to facilitate the participation of students identified with special education needs?</i></p>	<p>Modifications will be for the students who are ELL and ESOL, as well as for a student that is a selective mute and a student with a learning disability that requires an IEP.</p> <ol style="list-style-type: none">1. Students may complete work with a partner or a group.2. Students don't have to complete the entire activities but will just need to attempt some of them.3. Answers to questions can be written down and not given orally.4. Students may use tools like the place value chart to assist them.

	<ol style="list-style-type: none">5. Students may use their notes from their math notebook to help them.6. Students must stand for the majority of the song but dancing is optional.
<p style="text-align: center;">Assessment (Formal or Informal).</p> <p style="text-align: center;">(1f: Assessing Student Learning)</p> <p><i>How will you and the students assess where the learning objectives, listed above, were met?</i></p> <p><i>Each formal or informal assessment should describe how it is aligned to the above objective(s).</i></p>	

<p style="text-align: center;">Reflection on Instruction</p> <p><i>What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?</i></p> <p><i>What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?</i></p> <p><i>What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?</i></p> <p><i>Taking good notes about each lesson will help as you develop a formal reflective narrative at the end of the SLO.</i></p>	<p>This will be completed after instruction.</p>
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