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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** March 13, 2017 **CU Course:** ED 450 – Student Teaching  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  4th Grade  **Class:** 25 **having IEP:** 19  **Students:** 0  **having ELL:** 0  **Lesson Title:** Comparing and Ordering Decimals  **Unit Title (if applicable):** N/A |
| **1. Context: Describe the Students for which this Lesson is designed (1B)**  Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies.   * This class is composed of the lowest ability math students. The vast majority of these students have an IEP. Two special education teachers travel with these students throughout the school day. So, there are four adults who support this class each day. Some of the students come from an unstable home life. Some suffer from a low socio-economic status. The special needs of the students vary. Accommodations and modifications are provided to many of the students to best meet their needs. There are few cultural differences. The class is split in half each day. Half of the students work with Mrs. Garrison. The other half works with Mrs. Breeding, the special education teacher. This reduced student-teacher ratio has proven to be very successful. Halfway through the class time, the students rotate teachers. Mrs. Garrison focuses on core content. Mrs. Breeding focuses on essential math skills. The students enjoy communicating and interacting with their teachers. The majority of the students like challenging themselves to write the correct answers before they are given during whole-group instruction. Some of the students struggle to remain motivated. |
| **2. Learning Target (s)/Objectives (1.A & C)**  a.Previous lesson’s learning targets/objectives **(**Connect each target/objective to the appropriate state curriculum/content  area standards)   * N/A   b.Current lesson’s learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)   * Number and Operations – Fractions – 4.NF – Understand decimal notation for fractions, and compare decimal fractions – 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. * Lesson Objective – I can correctly answer 3 out of 5 questions regarding the comparison and ordering of decimals. * Learning Target – I can compare and order decimals.   c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content  area standards)   * N/A |
| **3. Students’ Baseline Knowledge and Skills (1.B & F)**  Describe and include the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.   * In order to establish students’ baseline knowledge and skills for this lesson, students will be given a piece of paper with two questions. One question will involve comparing decimals. One question will involve ordering decimals. As students attempt to answer the two questions, I will walk throughout the classroom observing student responses. This time of observation will allow me to establish students’ baseline knowledge for this lesson’s content. This pre-assessment will serve as an effective opening activity as students are settling in the classroom. |
| **4. Formative Assessment (1F)**  Describe and include the formative assessment s) to be used to measure student progress during this lesson.   * Formative Assessment – In order to effectively measure student progress for this lesson, students will complete a five question exit slip. Each question will focus on comparing or ordering decimals. The questions will be displayed using a PowerPoint presentation. Students will be given a piece of notebook paper to number their answers to each question. * Self-Assessment – After answering all five questions, students will be encouraged to draw a smiley face at the top of their paper if they believe they correctly answered the majority of the questions. If students feel that they answered the majority of the questions incorrectly, they will be expected to draw a frowny face at the top of their formative assessment paper. |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning.   * Mrs. Garrison (lead math teacher) * Mrs. Breeding (special education teacher) * Mr. Polston (special education teacher) * Pencils * Pre-Assessments * Comparing/Ordering Decimals Worksheet * Decimals PowerPoint * Partner Ordering Decimals Papers * Decimals Formative Assessment PowerPoint * Notebook Paper |
| **6. Lesson Procedures (1E)**  Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.     * Opening Pre-Assessment (3 minutes) – Students will answer two questions as an opening activity for the lesson. Students will be expected to enter the classroom, sit down at their assigned desk, and begin answering the questions. More details regarding the pre-assessment can be found in an above section. * Comparing Decimals Instruction and Group Practice (8 minutes) – Before directly instructing the class, I will connect the content to the lives of the students by sharing the importance of comparing decimals when dealing with currency. It is important to compare decimals so you can compare prices of products. This is one example of how the lesson’s content relates to student experiences. I will then teach the students how to properly compare decimals. The students will be expected to make both decimals have the same number of places by adding zeros if necessary so the decimals are easily comparable. We will complete four practice problems as a class. Students will be given a worksheet with the practice problems in order to follow along during the time of instruction. Then, individual problems will be displayed using PowerPoint slides. Students will be called to access technology and mark the correct answer. As a class, we will determine if the marked answer is the correct answer. These PowerPoint problems will also be included on the worksheet for students to mark during the time of group practice. * Ordering Decimals and Partner Practice (8 minutes) – After students have been instructed on comparing decimals, students will be taught strategies for ordering decimals. I will use the document camera to show the students a few examples of ordering decimals. We will discuss the correct answers as a class. Then, students will work with a partner to practice ordering decimals. Each pair of partners will be given pieces of paper with individual decimals printed on them. Students will work with their partner to correctly order the pieces of paper. I will walk throughout the classroom observing the work of the partners and addressing any misconceptions. I will encourage partners to think of the process of ordering from different perspectives. How would a change in the whole number affect the ordering? How would the addition of a zero in the tenths place affect the ordering? Students will practice ordering from greatest to least and least to greatest. * Decimals Formative Assessment (6 minutes) – In order to formatively assess the students, a five question exit slip will be completed by each student. More details regarding the formative assessment and accompanying self-assessment can be found in an above section. * Differentiation – This lesson was designed to meet the needs of several types of learners. Auditory learners will benefit from the times of oral instruction and group discussion. Visual learners will enjoy following along with a worksheet and viewing the displayed PowerPoint questions. Manipulating the decimal papers to put them in the correct order will appeal to kinesthetic learners. Interpersonal learners will enjoy working with a partner. Intrapersonal learners will enjoy completing the formative assessment independently. * Higher-Order Thinking Tasks – These thinking tasks will be given at various points throughout the lesson. Students will be given an adequate amount of thinking time in order to answer the questions. * What can we do to make two given decimals more easily comparable? * Which place value should we compare first when comparing decimals? * How does the addition of a whole number affect the comparison of decimals? * Why is it important to know whether you are ordering greatest to least or least to greatest? * Accommodations/Modifications – Since Taylor County groups students according to ability, there is not a strong need to plan instruction that facilitates multiple levels of learning. The students within this class possess similar math skills. There is not a large variance in ability. Therefore, this lesson is geared to meet the needs of students with the lowest math ability in fourth grade. When formally being tested, several of the students receive a reader, scribe, extended time, and/or other accommodations. For this lesson, I will move at a slower pace, provide more scaffolding, and allow students more time to answer questions in order to properly accommodate for the needs of this class. |
| **7. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * There is one main thing I would like Mrs. Garrison to watch for as I teach this lesson. How well do I manage my time while teaching? This 50-minute lesson is divided into two segments in order to reduce the student-teacher ratio. Do I use my time most effectively for both 25-minute lessons? |