

Lesson Plan Template

Date: _____

Grade: 5		Subject: Math	
Materials: 1s, 10s, 100s manipulatives		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		Universal Design for Learning Below Proficiency: If a student is below proficiency, I will label their manipulative to show what place value they are. I would also fill in a few blanks partially on their worksheet. Above Proficiency: If a student is above proficiency, I will have them create their own manipulatives and try to do some questions on their own. If needed, I will have students have a more complex worksheet that moves forward with them using thousandths more and move onto larger decimal places. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: We will have a large example up on the board. • Auditory: I will be explaining the steps verbally • Kinesthetic: • Tactile: The students will be using their own manipulatives at their desks 	
Objective Students will be able to recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left by the end of the lesson.		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students' voices will be turned off until it is share out time. • They will be respectful of who is talking and raise their hands if they have a question • The students may work with partners behind while they are setting up their manipulatives for their own. 	
Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students will bring their attention to the front of the room after their manipulatives are handed out. 			
Minutes	Procedures		
	Set-up/Prep before lesson: <ul style="list-style-type: none"> • Hand students manipulatives of 1 whole, 10 tenths, and 11 hundredths • Setup a large manipulative up on the board for students to see. 		
1-2 minutes; no more than 5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Use manipulative to show students the breaking down of a whole piece. • Tell students that just like a half or a fourth, we can break down our whole into any kind of fraction. • Pull off a tenth • Pull off a hundredth • Place them each next to the whole to show that it is still a part of a whole 		
5-10 minutes	Explain: (teacher-led) <ul style="list-style-type: none"> • Allow students to move their own manipulatives with the teacher • Give examples of decimal places that they can show, watching the teacher as it goes. • After they get a few examples of numbers with tenths and hundredths, cut one one hundredth piece in tenths. • Explain that we can now see that a tenth is 10x smaller than a whole, a hundredth is ten times smaller than a tenth, and a thousandth is ten times smaller than a hundredth. • Each place value is 1/10 of the place value to its left and ten times as much as the one to the right. • Practice comparing decimals like .4 and .004 on the board and allow students to move their manipulatives to show it as well. • Get started with the workbook pages together on the board. 		

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Age-level appropriate	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none">• Ask students to move their manipulatives if needed for any problem• Work through the work sheet, showing representation of each number being 10x bigger or smaller when needed.• Ask students to write first and then follow after, writing their answers on the board and asking for shout outs.
1-2 minutes	Closure (wrap up and transition to next activity): Explain for a final time that $1/10$ is 10times smaller than 1 whole, $1/100$ is 10x smaller than $1/10$, and $1/1000$ is 10x smaller than $1/100$. Show them by moving the manipulative on the board so they can see.
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) I will have students show me what they are doing with their manipulatives as we go through the problems, as well as asking for share outs during our class examples.	Summative Assessment (linked back to standard, END of learning) <ul style="list-style-type: none">• The students will take a unit test once they get to the end of a series of lessons where they will be tested on the use of decimal places.
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	