Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Component I: Classroom Teaching

Task A-2: Lesson Plan

Intern Name: David Heun **Date:** **Cycle:**

# of Students: 11 **Age/Grade Level: 7-10th grade** **Content Area:** Math

Unit Title: Number Sense and Order of Operations 2 **Lesson Title: Intervention to Basic Math Skills**

Lesson Alignment to Unit

Respond to the following items:

a) Identify essential questions and/or unit objective(s) addressed by this lesson.

I can: demonstrate the understanding of basic math skills by solving add, sub, multiplication and division problems that are real world applicable.

Essential Questions:

I can explain the importance of understanding decimals and place value in real world applications.
I can organize double digit decimal numbers in order to solve addition problems involving numbers with decimals.
I can organize double digit decimal numbers in order to solve subtraction problems involving numbers with decimals.
I can solve mixed addition/subtraction double digit decimal numbers.

b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

CCSS.MATH.CONTENT.6.NS.B.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

c) Describe students' prior knowledge or focus of the previous learning.
Students have background from previous math classes.
Daily automaticity drill and practice
KHAN Academy enrichment.
Last week, students worked toward mastery of addition and subtraction decimal numbers. Students worked in there Math mastery skills binder to master differentiated math problems unique to each individual. Students also continued to practice math automaticity. Several students were able to master multiplication numbers 2, 3, and 4. Students completed a menu activity and also a scavenger hunt that posed real world application of numbers with decimals.

d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.

Summative assessment is to be determined by principal's approval. Each learning target in unit will have three questions on the summative assessment.

e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.
Students are placed in an alternative school due to their poor performances at their home school. Most students are EBD. Students are in whole group for lecture and rotate between two stations. One station delivers content, while the other station provides data collection, and drill/practice with Math Mastery Notebook which is conducted by Ms. Knear and also Mr. Helton.

f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):
Students conducted MAP testing earlier in the school year that showcases their math levels on different skills. According to this data, each student scored well below grade level with highest level being 5th grade. Students will begin working with decimal numbers using standard algorithm at a very basic level. Scores on pre-assessment will give the teacher an understanding of student ability with solving double digit decimal numbers.

Lesson Objectives/ Learning Targets	**Assessment**	**Instructional Strategy/Activity**
Objective/target: I can: add, subtract, multiply, and divide multi-digit decimal numbers using standard algorithm.	**Assessment description:** BR: Real-world decimal word problems X5 Exit Slip X5 Automaticity X5 Math Mastery Binder **Assessment Accommodations:** Not at this time.	**Strategy/Activity:** ACT Practice Bell Ringers KHAN Academy Math Notebook for notes and guided practice BUCK strategy **Activity Adaptations:** None at this time. **Media/technologies/resources:** Smart Board KHAN Clip Art Music from computer www.math-aids.com

Objective/target:	**Assessment description:** **Assessment Accommodations:**	**Strategy/Activity:** BUCK strategy (B=Box the question, U= Underline important information, C= Circle vocab words, K=Knock info we don't need) **Activity Adaptations:** **Media/technologies/resources: Computer, Edgenuity**

Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)

7:40-7:46- ACT Problems.
7:47-7:59- Bell Ringer Review
8:00-8:12- Stations

Station 1: Automaticity, student grading and filing, and student goal setting).
Station 2: With Mr. Heun/one on one instruction

Monday: Bell Ringer: Students will review and solve ACT word problems using the BUCK strategy. B= Box in the question, U= Underline important words, C= Circle vocab words and K= Knockout information that's not needed. Students will follow classroom norms/routines by getting automaticity from the bin and completing the exercise in 6 minutes or less. Students will take a pre-assessment to determine their mastery of adding, subtracting, multiplying and dividing decimal numbers. Students who complete the assessment will earn incentive time while the rest of the class continues to work. Students have the opportunity to work on Edgenuity, khan academy, or cool math.

Tuesday: Bell Ringer: Students will solve ACT word problems using the BUCK strategy. Students will follow classroom norms/routines by getting automaticity from the bin and completing the exercise in 6 minutes or less. Students will begin the unit on decimals will be to begin a math notebook. Inside the math notebook students will begin by gluing the Order of Decimals operations into the first page. The teacher will review the rules of operation that pertain to adding decimal numbers. Students will solve 5 problems in their notebook from the problem examples posted on the board. Students should revisit the Order of Decimal Operations guide to help solve the problems. Exit slip: Students will solve 1 adding decimal numbers problem in there notebook. Exit slip should be labeled and dated. If student completes all assigned work incentive time is available on Edgenuity, Khan Academy, and cool math.

Wednesday: Bell Ringer: Students will review and solve ACT word problems using the BUCK strategy. B= Box in the question, U= Underline important words, C= Circle vocab words and K= Knockout information that's not needed. Students will follow classroom norms/routines by getting automaticity from the bin and completing the exercise in 6 minutes or less. Today the class will participate in a scavenger hunt solving adding decimal numbers. Students will go

around the room solving the 16 task cards featuring adding decimal number problems. Students will start on different numbers to eliminate any congestion at any one problem. Students should work on this throughout the period and all work must be shown in order to get full credit. Once a student completes the scavenger hunt they can bring their work to me so I can review what they have solved. Students will have an opportunity to work on edgenuity, khan academy or previous unfinished assignments depending on how much time remains.

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Thursday- Bell Ringer: Students will review and solve ACT word problems using the BUCK strategy. B= Box in the question, U= Underline important words, C= Circle vocab words and K= Knockout information that's not needed. Students will follow classroom norms/routines by getting automaticity from the bin and completing the exercise in 6 minutes or less. Students will begin learning how to solve subtracting decimals. Students will receive a refresher of how to solve subtraction problems with regrouping. In order to master this concept it is crucial for a student to be able to regroup. The class will go over the subtracting decimal on Order of Decimal Operations. Students will begin working on a worksheet with 25 double digit subtraction problems. The teacher and instructional assistant will work one on one with the students. Student will work through the problems by the teacher prompting and the student recalling order of operations.

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Friday- Bell Ringer: Students will review and solve ACT word problems using the BUCK strategy. B= Box in the question, U= Underline important words, C= Circle vocab words and K= Knockout information that's not needed. Students will follow classroom norms/routines by getting automaticity from the bin and completing the exercise in 6 minutes or less. Students will continue to work on the worksheet from the previous class solving double digit decimal numbers subtraction. Students who complete the assignment on time will earn incentive time to work on edgenuity, khan academy, or cool math.

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8:27-8:30- Exit Slip
Monday- Math pre assessment
Tuesday- addition/basic math
Wednesday- subtraction/basic math
Thursday- multiplication/basic math
Friday- division/ basic math

Essential vocabulary: addition, subtraction, multiplication, division