Laura Negley

Professor Grimm

ELED 470 Sec. 5

September 30, 2010

Math Lesson #6

I. *Curricular Area/Topic:* Math lesson on Adding and Subtracting Whole Numbers and Decimals; Number Sense: Review for Test.

II. *Date/Timeframe for Lesson:* September 30, 2010; One 55 minute lesson plan

III. *Rationale:* This lesson is important for the students to learning because numbers and operations on numbers play fundamental roles in helping us make sense of the world around us. Operations such as addition, subtraction, rounding, and using decimals extend the notion of numbers to create tools to model situations and solve problems in our everyday lives. Writing is also important because the ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning.

IV. *Illinois Learning Standards:*

   ✓ **State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

      ➢ **Standard 6.B.2:** Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.

      ➢ **Standard 6.B.3a:** Solve practical computation problems involving whole numbers, integers and rational numbers.

   ✓ **State Goal 3:** Write to communicate for a variety of purposes.

      ➢ **Standard 3.B.3a:** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

V. *Objectives:*

      1. When this lesson is finished, students will be able to solve problems using mental math, adding, subtracting, rounding, and using decimals.

VI. *Materials/Resources/Technology:* The materials that these students will need are the test, dry erase boards, markers and erasers, and a pencil of which to write.

VII. *Management/Organization for Instruction:* The management and organization that needs to go into this lesson for it to run smoothly are the tests being ready to pass out to the students, the problems that I want the students to solve during the review and the way the students will come up to the board and solve problems.

VIII. *Lesson Delivery:*

    A. Opening: To introduce this lesson, I will tell the students that we will be reviewing everything we have learned so far with this unit. I will then state that after our review we will be taking a test. Also, since the students will probably get a little nervous about the test, I will tell them that we will review everything that will be on the test and there will be nothing new or nothing they have not seen before.

    B. Body: For this review with this lesson, I will have the students solve different problems that I will give them. The students will solve them on their dry erase boards while some students go up the board and solve them in front of the class. And the person who solves the problem first correctly up at the board will get to explain how they solved the problem and why they solved it that way. Also during this part of the lesson, I will have the students take out a blank piece of paper and write out what the commutative property is as well as give an example. I will also have them write out how to solve a problem where the students round. This way the students will be integrating writing as well as doing math. This review can take no longer than twenty-five minutes so the students can have enough time to work on their test.

    C. Closing: To close this lesson, I will ask the students why it is important to learn all of these different math skills. This way the students will see that there is a reason for learning all of this and how they can use it in their

everyday lives. I will then distribute the tests so the students can work on them.

IX. *Assessment:* The assessment the students will do is the final test over the entire unit. This test will be twelve questions long and will be worth fifteen points total, with the students having to solve addition, subtraction, rounding, decimals, and giving explanations. I will also give the students thirty minutes to complete the test and if for some reason a student or two does not completely finish in that time, they will have to complete it at another time like during recess.

X. *Accommodating Individual Learner:* For the students who are having trouble grasping the material with this review and that will probably have trouble on the test, I will allow them to solve the mental math part by working out the problems as well as take away some of the questions for the students to solve.

XI. *Extending the Lesson:* To extend this lesson, I could go over the next day the problems that most students had trouble with or the problems that were missed the most on the test. This way the students can see what they missed as well as why they missed it.