

Laura Negley

Professor Grimm

ELED 470 Sec. 5

September 22, 2010

## Math Lesson #2

- I. Curricular Area/Topic:** Math lesson on Adding and Subtracting Whole Numbers and Decimals; Number Sense: Rounding Whole Numbers and Decimals.
- II. Date/Timeframe for Lesson:** September 22, 2010; One 55 minute lesson plan
- III. Rationale:** This lesson is important for the students to learn because taking a number and being able to round it can help with a variety of things throughout life. This can help with money and buying things. One has to buy things and use money everyday and not knowing this skill can really take affect when it comes to saving and spending money. This skill is something the students will be using in their everyday lives and it will be something they will benefit from.
- 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 17:** Understand world geography and the effects of geography on society with an emphasis on the United States.
    - **Standard 17.C.3c:** Analyze how human processes influence settlement patterns including migration and population growth.
- V. Objectives:**
  1. When this lesson is complete, students will understand how to round whole numbers.

2. After the completion of this lesson, students will be able to round decimals.
3. When this lesson is finished, students will be able to round ten state populations to the underlined digit.

**VI. *Materials/Resources/Technology:*** The materials that will be needed for this lesson are, the students' math books, the overhead projector with markers, paper towels, and water for cleaning off, as well as dry erase boards, markers, and erasers for the students. The dry erase boards, markers, and erasers will be used if there is enough time to split the students up into groups.

**VII. *Management/Organization for Instruction:*** The organization that will need to be done with this lesson is having the correct number of copies printed off for the worksheet for the assessment (there should be 13 copies total for each). Another management detail would be having the students already split up into groups if I decide to not let them choose their own groups.

**VIII. *Lesson Delivery:***

- A. *Opening:*** To open this lesson, I will have the students do a worksheet with me called the Daily Spiral Review. Here the students will solve math problems to get that area of their brain going as well as math problems that they have learned about previously.
- B. *Body:*** To start off this lesson, I will be teaching the students how to round whole numbers. To begin, I will give small and easy numbers like 47 and 22. Once I feel the students get the hang of that I will then add bigger numbers into the mix including 427, 841. With these numbers I will underline a certain digit and tell the students to round from that digit. For example, if I underline the 2 in the previous number, the answer would be 430,000. Then, I will start to throw in numbers with decimals like 3.78 and underline a certain number like 8 therefore making the number 3.80. Also, if there is enough time I would like to split the students into groups and give them numbers to round and whichever group gets the correct answer first wins. But, this will be depending on time.
- C. *Closing:*** To close this lesson, students will be given their homework to work on. On the first side of their homework, the students will be given a

certain number of problems of which I will help them with. On the other side of the worksheet, the students will have to complete the problems individually.

- IX. Assessment:*** For this assessment, the students will be given a worksheet that has a front and a backside. On the front side will be a re-teaching side where I will assist the students in completing the problems. On the backside however will be a list of state populations where the students have to round each population to the underlined number. I am doing this because the student are learning all fifty of the United States and this way it integrates math and social studies.
- X. Accommodating Individual Learner:*** To help the students in my class who are struggling, I could have the students work in groups so they can watch and see how the problems are being solved from their peers. This can be very helpful for students to see math in a different view as well as learn it from their peers and not their teacher.
- XI. Extending the Lesson:*** To extend this lesson, I would have the students make up a number line by holding numbers. I would then put a number somewhere on the number line and have the students tell me what the nearest whole number would be of that number. This way the students can have another visual and can be a part of that visual.

Name: \_\_\_\_\_

### United States Population Math Worksheet

\*\*\*\*Directions: Round each state population to the underlined number.

1.) Illinois Population: 12, 910, 409 \_\_\_\_\_

2.) Kansas Population: 2, 818, 747 \_\_\_\_\_

3.) Maryland Population: 5, 699, 478 \_\_\_\_\_

4.) Hawaii Population: 1, 295, 178 \_\_\_\_\_

5.) Texas Population: 24, 782, 302 \_\_\_\_\_

6.) Florida Population: 18, 537, 969 \_\_\_\_\_

7.) Nevada Population: 2, 643, 085 \_\_\_\_\_

8.) Maine Population: 1, 318, 301 \_\_\_\_\_

9.) Wyoming Population: 544, 270 \_\_\_\_\_

10.) Virginia Population: 7, 882, 590 \_\_\_\_\_

## **Answer Key**

- 1.) 12,900,000**
- 2.) 2,819,000**
- 3.) 6,000,000**
- 4.) 1,295,180**
- 5.) 25,000,000**
- 6.) 20,000,000**
- 7.) 2,640,000**
- 8.) 1,318,300**
- 9.) 544,270**
- 10.) 7,900,000**