**Lesson Plan #2**

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| **Name:** | | **311** | | |  | **Course:** | | Math | | |  | **Grade:** | 6 |
| **Unit:** | | Operations with Decimals | | | | | | | | | | | |
| **Big Idea:** | | Addition and Subtraction of Decimals | | | | | | | | | | | |
| **Subconcept:** | | Standard addition and subtraction algorithms break calculations into simpler calculations using place value. Answers to the simpler calculations are used to give the final sum or difference. | | | | | | | | | | | |
| **Literacy Strategy(s):** | | | Silent Discussion; Small and Large Group Discussion | | | | | | | | | | |
| **Lesson:** | | Adding and Subtracting Decimals | | | | |  | | **Date Taught:** | Oct 22 | | | |
| **Learning Objective(s):** | | | | | | | | | | | | | |
|  | Students will be able to | | | Determine and utilize an algorithm to calculate an addition or subtraction problem with decimals | | | | | | | | | |
|  | Students will be able to | | | Describe the use of place value in addition and subtraction with decimals | | | | | | | | | |
| **Idaho Standards (or National Standards if no Idaho Standards exist):** | | | | | | | | | | | | | |
| 6M111, 6M121, 6M122 | | | | | | | | | | | | | |

**Detailed Description of Lesson:**

Students were provided with 4 stickies – one for each of the four questions presented. Students completed the work at their desks and waited for the rest of the class before they were given 60 seconds to post them on the appropriate location around the room. (Large poster pages were placed around the room with the problems pasted on them.) Students then counted off by 4’s and were given 5 minutes at each station, with the last rotation taking them back to their beginning point for final comments. Students worked in their small groups reviewing the problems and any/all errors that were made with their respective problem. After 5 minutes of discussion, they shared their resolutions with the rest of the class. After all groups presented, the class as a whole discussed what they had learned about that day in Math. ☺

**Handouts:**

4 Sticky-Notes

**Student Work:**

See attached.

**Reflection:**

This lesson worked out well. The kids moved appropriately around the room and, while the comments weren’t too substantive, each kiddo participated. I think the depth of the comments was probably directly related to the depth of the questions. I will do this again with more intense problems.

**LIMSST Project Literacy Lesson Reflection Form**

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| --- | --- | --- | --- | --- |
| **Name:** | **311** |  | **Date lesson was taught:** | **Oct 22** |
| **Lesson Title/Topic Areas:** | | | | |
| **Adding and Subtracting Decimals Silent Discussion (Lesson 2)** | | | | |

**Literacy Strategies Used:**

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies? Be specific and use as much detail as possible.)

Silent Discussion. I wanted to see if the kids could discover errors that they are making without my input. Once they identified them, I wanted them to be able to explain the mistakes and how to correct them.

**Student Response to the Lesson:**

(Was the strategy effective? Were students able to read/write as needed in this lesson? What attitudes were displayed? How did specific

students and/or the class do? How did the literacy strategy aid in developing student understanding of the topic? Cite specific evidence from the samples of student work)

The kids worked well, did everything I asked and identified some of the mistake locations – enough so that we could discuss them with some teacher guidance and really get to the heart of the problems. There were issues with kids and how and when they borrowed, and some students used the wrong operation in their calculations. We discussed how drawing pictures and breaking apart the problems can help us decide what to do in situations we are unsure of.

**Lesson Reflection:**

(What worked well with this lesson? What challenges did you encounter in this lesson? Would you change certain aspects of the lesson or the questions that you asked? How does this influence future lesson planning?)

The location of the posters worked out really well. The kids weren’t crowded and for the most part couldn’t interact with other groups. I timed them at each station, and with this age group, I think that is the best. It keeps them corralled and more tuned into the task. The questions that I posed were I think a little basic and that is why the comments weren’t as in depth as I would like them to have been, however, there were computational errors that needed to be addressed at this basic level. This format allowed it to happen and it was in a non-confrontation format as none of the kids knew whose answer was whose.

**Relationship to Previous Instruction:**

(Have you taught this lesson/topic prior to the LIMSST project? If so, how did your teaching of this lesson differ from what you taught before? How did students’ reactions to this lesson differ?)

The kids seem to have some issues with decimals and I think that it lies in part with a lack of place value foundation skills and also with a lack of foundational skills with fractions. The text starts kids with decimals in the 6th grade, and I think it would be beneficial to start with the fractions and move into decimals from there. It seems to make more logical sense to me, but I always forget to do it that way at the beginning of the year! The format was a nice way to teach place value concepts with addition and subtraction with decimals – it really showed the kids the difference and allowed them to learn from their mistakes.