

## Solar Lesson Plan Format

**Age Level:** 5th Grade

**Subject(s) Area:** Math

**Materials Needed:** white boards, dry erase markers, erasers, dice, anchor chart

### Standards:

**Code and description:**

- 5.NBT.4: Use place value understanding to round decimals to any place.

### Objectives:

**What will the students know or be able to do?:**

- The students will solve the correct number when rounding a decimal to a specific place value with 80% accuracy.

**Cognitive Level of Lesson (Bloom's Taxonomy):**

- Level 3: Apply

### Learning Activities:

**Opening Element:**

- I will show the students an anchor chart that has a rounding rhyme on it.
- Together, we will recite the rhyme, as well as dissecting the meaning of it.
  - Ex: 5 or bigger, add one more
    - If the number is 5 or greater, you increase the number by one.
  - Ex: 4 or less, let it rest
    - If the number is 4 or less, you keep it the same.

**Reflective Questions:**

- Why would it ever be necessary to round?
- When does rounding come in handy?
- What are real-life situations in which you have or can round?

**Technology:** Students in "math with self" group will be using iPads to work on Fast math

**Required Vocabulary:**

- Place Value: tenth, hundredth, thousandth
- Round: change the number to the next highest number

**Instructional Methods:**

1. After looking at the anchor chart, we will work through a couple examples together.
  - a. Ex. 0.13
  - b. 0.38
  - c. 0.876
  - d. 1.2374
2. After working through the problems together as a class, we will transition into small groups.
  - a. Each group will have a chance to work with me during math rotation.

3. When we are in our small groups, each student will have a white board, marker, and eraser.
4. I will give them a problem and work through it with them.
5. I will start out with a menu and have the students determine the prices to the nearest tenth place value in decimals.
6. Once the students understand rounding to the nearest tenth, we will roll dice and round to the nearest hundredth. (I will determine the last digit because dice only go to 6).
  - a. The green die will represent the tenths place.
  - b. The blue die will represent the hundredths place.
  - c. The red die will represent the thousandths place.
7. When they understand the nearest hundredth, we will move to the nearest thousandth.
8. As they seem to understand the concept, I will give them different problems using different place values.
  - a. The higher groups will have harder problems.
  - b. The lower groups will be given easier and less complicated problems.
9. Students will work through the problems individually, but I will help when needed.
10. I will work with each group for 10 minutes
11. When it is time to rotate, I will have them quietly rotate to the next rotation and begin with the next group.

#### **Guided Practice Strategies:**

- We start out as a whole class.
- The students then break into their math groups (based upon math levels and abilities)
- While in their groups, students do math writing, math by self, math with someone, and math with teacher.
  - Thus, the students get to work with the whole class, small groups, their teacher, and by themselves.

#### **Independent Concrete Practice/Application:**

- The students work on math writing, as well as math problems on the iPads individually.
- In the afternoon, the students work on additional math problems individually.

#### **Differentiation:**

- The students are placed in math groups based upon their math levels and abilities.
  - The higher students are given more complicated problems to solve, while the lower students are given easier and lower level problems.
  - The lower students are also given less problems to do.
- Each student is on his/her own level on the iPads.
  - Some students are doing 7th grade level work, while others are doing 3rd grade level math. It is all based upon their abilities.

#### **Wrap-Up:**

- They will finish one last problem and then rotate to the next rotation
- The lesson will be wrapped up after lunch when they complete a worksheet on rounding decimals.

## **Assessment:**

**Formative:** I will be making observations and tracking my students during small group time and will be able to tell which students get the concept and which ones do not.

**Summative:** Summative assessment will take place later in the year when they finish working on decimals. It will be a paper and pencil exam.

## Reflection:

I was very nervous for this lesson but it was so much fun. It went so well and completely different than I had planned. I began with a very short introduction to rounding. I asked if anyone could explain what it means to round. One student answered a logical answer so I did not have to explain it any further. Afterwards, I asked the students what we use when we round. We talked about how we buy things and rather than saying something costs \$399, we just say it costs \$400. Then I went through the saying on the anchor chart really quickly. It said "Find the place, look next door, 5 or bigger add one more, 4 or less let it rest." I did not elaborate very much because I wanted to get into small groups. At this point, I wish I went through it a little more thoroughly. It seemed like a couple of the students did not understand the concept, so I wish I went through it a little more to help them. Right away after that, I transitioned them right into their daily 3 rotations. I like the rotations they have set into place because I could work with small groups without any issues with the other students.

I went through the lesson with the first group and it went really well. I started off breaking it down into the students determining what the tenths place is. I had them underline it for me and then show the arrow looking next door. It helped a lot. I gradually scaffolded the activity into more and more difficult math. It went really well. The group of students who did not understand it as well stayed on the easier problems longer and the students who were really fast were able to work on more difficult problems. I tried to push them and thought on the fly when doing so. While the students who understood it worked through problems, I worked one-on-one with the students who were lost. In my own classroom, I will definitely use the daily 3 format for math because it helped the students so much.

The other aspect of this lesson that made it work well was the manipulatives I used with the students. I used place value dice to make the lesson a little more engaging. I used marker boards for all the students so they could work through the problems and enjoy it rather than using pencil and paper all the time. I also had the menu and they were pretty enthused by it. They had fun looking at all the food I had on it. It also tied it to real life, so they understood the concept really well. I liked having the cards as well because it made the students think. After a few times practicing, they already had the concept down. However, the problems made them use critical thinking skills and got their brains working a little bit more.

If I was to do this lesson again, I would have some kind of timer with me at all times. I rushed the groups thinking I only had until 10:30. I had until 10:45, so they had 15 minutes of not doing anything. Also, I had no idea what was going on with the other groups. Mrs. Clarke had a good system for them so they stayed quiet and on task. However, if it was my own classroom and no adults were there, my kids would have been messing around the entire time. I need to spend more time managing the entire classroom rather than just the small groups.

Use all of the following digits to write a number that rounds to 3.3.

**8**

**3**

**1**

**2**

---

Use all of the following digits to write a number that rounds to 8.6.

**5**

**2**

**6**

**8**

---

Use all of the following digits to write a number that rounds to 5.2.

**5**

**3**

**9**

**2**

---

Use all of the following digits to write a number that rounds to 9.7.

**9**

**3**

**7**

**6**

---

Use all of the following digits to write a number that rounds to 6.1.

**2**

**7**

**6**

**1**

---

Use all of the following digits to write a number that rounds to 4.7.

**7**

**3**

**4**

**8**

---

Use all of the following digits to write a number that rounds to 1.24.

**8**

**3**

**1**

**2**

---

Use all of the following digits to write a number that rounds to 0.629.

**5**

**2**

**6**

**8**

---

Use all of the following digits to write a number that rounds to 5.24.

**5**

**3**

**9**

**2**

---

Use all of the following digits to write a number that rounds to 0.974.

**9**

**3**

**7**

**6**

---

Use all of the following digits to write a number that rounds to 0.163.

**2**

**7**

**6**

**1**

---

Use all of the following digits to write a number that rounds to 4.39.

**7**

**3**

**4**

**8**

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