

IPIR – Instructional Planning, Implementation, and Reflection *(with edTPA Preparation)*

Part A: Context for Learning:

About the Client
Actual Grade level: 6th
Identified Level (from testing): 3.8
Special Needs: (If applicable, include an explicit and specific description of how you will implement accommodations/ modifications.) ADHD – we'll be in a study room with minimal distractions Visual/Spatial Disability (Suspected Dyscalculia) – manipulatives will be used; other accommodations will be made (see below).

Part B: Reflection on Previous Lesson:

Teacher Candidate Reflection
Date of Prior Lesson: 02/19/18
Client Progress
Client Response <i>(How did the client participate in the lesson? What was his or her disposition, interest level, behavior, etc.?)</i> The client responded well to the lesson. He participated in the activities I had planned for him without complaint and without dragging his feet. He behaved well. He asked questions for clarification and showed a desire to learn.
Progress Made Toward the Objective: <i>(Restate the objective from the previous lesson. Did he/she achieve the objective? Specify why/why not.)</i> LP2 Objective: Given a worksheet on decimal multiplication, the student will be able to multiply decimals to the tenths and the hundredths, getting 12/15 correct. I needed to change the lesson to better serve my client. When we began our discussion of multiplying decimals, he inquired about the standard algorithm. I found that he did not know how to perform the standard algorithm for two-digit multiplication, so I taught that to him before attempting to add decimals into the mix. Since I had to modify what I was teaching him, I decided to modify the IP. The attached IP from the previous lesson was not used. I wrote five problems on the wall and had him solve them. Two problems were two-digit multiplication problems without decimals, and three were two-digit multiplication problems with decimals. The original objective called for 12/15, or 80%, correct, so with the new IP, the new objective requires 4/5 correct. Unfortunately, the client did not meet the objective. He only answered one question correctly. On all three decimal problems, he forgot to place the decimals. On one non-decimal two-digit multiplication problem he answered correctly, and one he answered incorrectly. The issue was not a lack of knowledge, but a lack of conscientiousness on the part of the client. He was leaving out steps in a rush to finish. After correcting, he was able to solve the problems, fixing what he missed.

Teacher Candidate Progress

Pedagogical Reflections/Insights from Tutor: *(How do you feel you did at preparing the lesson, implementing the lesson, choosing effective instructional strategies, etc.)*

I did much better at prepping the lesson this week. I had much more time to prepare and I had more resources at my disposal. I'm not so sure manipulatives will work with my client. He doesn't seem to respond to them, and when given the option of not using them, he will opt not to and still achieve the same results as when he did use them.

One issue I've noticed is that the client seems to do better with the standard way of teaching something (i.e. the standard algorithm for multiplication) rather than an alternative method (i.e. base-10 blocks). I believe this is because he has already at one point been taught the standard way, and he just needs to be re-taught on an individual level to really "get it." It's sometimes difficult to reteach someone using a new way when they are familiar enough with the old way that the new way confuses them.

Amendments/plans you will make in the following lesson due to outcome of last week's lesson: *(What will you do differently to make your teaching more effective and improve your client's achievement?)*

I will be seeking alternative strategies to manipulatives because the client seems not to respond to them.

Part C: Planning:

WEEKLY LESSON PLAN TEMPLATE

Preliminary Information	
Subject / Topic: Mathematics	Learning Segment Theme: Numbers and Number Sense
Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials): Whiteboard markers,	
1. What are your goals for student learning and why are they appropriate for these students at this time?	
Big Idea or Concept Being Taught - - CENTRAL FOCUS	
Multiplication (two-digit x two-digit) Manipulating decimals (multiplication and division).	
Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS (Why this lesson at this time, for this learner? How does it connect to testing data, previous learning or succeeding lessons?)	
Last week, we began learning about decimal multiplication. When I started, I realized the client did not know how to multiply two-digit whole numbers together, so I taught that and then taught decimal multiplication. I want to review two-digit multiplication, teach decimal multiplication, and, if time permits, teach decimal division. I don't think my client will have difficulty with decimal division, so it will be more of a mini-lesson. If he does have too much trouble with it, I'll push decimal division to next week. The primary focus will be decimal multiplication.	
Prior Knowledge and Conceptions (What knowledge, skills and/or academic language must client already know to be successful with this lesson?)	
<p>Prior knowledge: Decimals, multiplication, division</p> <p>Prior skills: Adding, subtracting, multiplying, dividing Adding, subtracting and multiplying decimals</p> <p>Prior academic language: Multiply, divide, decimal, tenths, hundredths</p>	
Content Standards State Common Core	
<p>State: VA SOL 5.5a The student will estimate and determine the product and quotient of two numbers involving decimals;</p> <p>CCSS: CCSS.MATH.CONTENT.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
Learning Objective(s) (These must be behavioral & measurable.)	
STATEMENTS OF WHAT STUDENT WILL <u>KNOW</u> , <u>UNDERSTAND</u> , AND <u>BE ABLE TO DO</u> AT THE END OF THE LESSON (consider all three domains) – Include condition, performance, criterion	
Given practice problems on decimal manipulation, the student will be able to multiply decimals to the tenths and hundredths places getting at least 80% correct.	
Academic Language Demands Identify the language demand(s) -	

Identify language support(s)
<p>Language Demands: The student needs to be familiar with terms having to do with multiplication, division, and decimals. Academic language such as factor and product, divisor, dividend, and quotient, decimal, and the place values tenth and hundredth are language demands.</p> <p>Language Supports: The student will be assessed formatively throughout the lesson on his knowledge of these terms. Any term not known to him will be explained as part of the lesson.</p>
LU SOE Specific Lesson Requirements
<p>Character Education: Trying new things. I can incorporate this as I will be showing him new methods to solve problems which he may have already encountered in an effort to give him more tools to help him perform in math.</p>
<p>TCA Alignment:</p> <ol style="list-style-type: none"> Professional Knowledge – I am knowledgeable of the content which I am teaching Instructional Planning – I have planned this lesson and have given myself enough time to adequately plan and practice this lesson. Instructional Delivery – This lesson will be delivered in a clear manner using language appropriate to the student's level of understanding. Assessment of and for Student Learning – The student is constantly being formatively assessed throughout the lesson and is diagnostically assessed at the start of the lesson. Learning Environment – We will be studying in a study room to accommodate the student's ADHD. Professionalism – I will be dressed professionally and will behave professionally. Student Academic Progress – I am documenting my student's progress and am basing my lessons on his progress. <p>Social Responsibility – I believe that my client can learn as all students can. I am making accommodations/modifications for him as needed.</p> <p>Commitment – I am committed to my student and client. I will not cancel/postpone suddenly or frequently and will make up any missed session as stated by the course requirements.</p> <p>Reflection – See section B above.</p> <p>Integrity – I have not and will not violate any ethical or legal concerns.</p> <p>Professionalism – See TCA.6 above.</p>
2. How will you know and document students' progress towards meeting your learning objectives?
Evidence and Assessment of Student Learning
<p>(How will you know whether your student met your learning objectives? What tools will you use to measure his/her progress? How will you provide feedback to promote student learning?)</p>
<p>Diagnostic/pre-assessment(s): I will ask my student questions about the previous lesson to see if he remembers what he learned and will assess his ability to multiply decimals. Sample Problems: 4.1×9; $.7 \times .09$, 17×21, 3.4×28</p> <p>Formative assessment(s)/feedback to learner: I will ask my student questions throughout the lesson about certain parts of the lesson (i.e. what place value is this?). My feedback will be verbal during the lesson (i.e. I like how you rewrote the problem to make it easier to solve. Great work!). I will make sure to tell him how he is doing throughout.</p> <p>Summative assessment(s): See Independent Practice below.</p>
Expectations for Student Learning - - STANDARDS & CRITERIA
<p>(Describe in detail the following levels of student performance. What will students' work look like when it exceeds expectations? When it meets expectations? When it falls below expectations? How will you communicate these expectations to students? Provide any rubrics you will use.)</p>
<p>Exceeds expectations: The student will exceed expectations by achieving a score $\geq 80\%$ on the independent practice</p>
<p>Meets expectations:</p>

The student will meet my expectations by achieving a score = 80% on the independent practice

Below expectations:

The student will not meet my expectations by achieving a score < 80% on the independent practice

3. How will you support your client to meet your goals? Describe EXPLICITLY what you will do!

BEGINNING: Launch/Hook/Anticipatory Set

(How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage the client?)

The hook will be the diagnostic information making sure he remembers what he learned last time.

MIDDLE: Instructional Strategies to Facilitate Student Learning

(For example: How will you engage students with ideas/texts to develop understandings? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage the student in learning? How will you incorporate technology? How will you address the academic language demands? **Detail your plan.** Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.)

Instruction / Modeling:

I will begin with the diagnostic assessment above. After that, I will briefly re-teach two-digit multiplication. Since I wasn't expecting to teach it last week, I was not very prepared to teach it. This week, I have a better way of teaching it. After that, I will teach him how to multiply decimal numbers using estimation.

For example, I will present the problem 1.3×14 and have him solve it normally. Before putting the decimal in, the number generated it 182. I will ask him which two whole numbers 1.3 is in between [1 and 2]. I will ask him about how big he thinks the number should be based on that (really small like 1.82 or really big like 182 or something in between). Since 1.3 is close to one, the answer should be a little larger than 14, so 18.2 would make sense.

Next, I will show him a simpler way to find where the decimals go (the standard way).

Finally, as time permits, I will teach him decimal division. So long as he knows how to perform the division algorithm, this shouldn't take long. The only things decimals add to division are bringing the decimal up from the dividend and what to do if the divisor contains a decimal. I most likely won't get to division this week. This is only if I have extra time.

Guided Practice:

Guided practice are problems we work on together. I will write problems out for him, and he will solve them with my guidance.

Independent Practice:

Independent practice are problems he does on his own. I will write problems out for him, and he will solve them on his own. I'm planning on

2 non-decimal, two-digit multiplication problems

1 single-decimal multiplication problem (i.e. 1.3×15)

2 double-decimal multiplication problems (i.e. 1.3×1.5 or $.45 \times 1.5$)

1 decimal divided by a whole division problem (i.e. $15.5 \div 3$) (As time permits)

1 decimal divided by a decimal problem (i.e. $15.5 \div .3$) (As time permits)

END: Closure

(How will you end the lesson in a way that promotes student learning and retention?)

To close, I'll ask him why he thinks decimals are important and why he thinks I'm teaching them to him. I'll bring up some examples of how decimals are used (i.e. money). I'll try to tie this in to sports since he likes sports and a lot of sports use decimals (i.e. baseball, NASCAR, etc.).

What Ifs

(Be proactive – Consider what might not go as planned with the lesson. What will you do about it?)

What if the student...is lacking in prior skills needed for this lesson?

I will remediate further back than initially planned and teach him the skill needed to learn the new skill.

What if the student cannot...focus on the task(s) at hand?

Then, we will take a break, move around, visit Dr. Beveridge, etc. Once back, I will try and reduce any distractions.

Professional References

(Cite all sources used in the development of this lesson including URLs or other references)

Classroom Caboodle. (2013, February 13). *Teaching Multiplication - The Standard Algorithm*. Retrieved from YouTube:
<https://www.youtube.com/watch?v=JjyO6Edl9vU>