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: 02/26/18

Client Progress

Client Response *(How did the client participate in the lesson? What was his or her disposition, interest level, behavior, etc.?)*
The client responded well to the lesson. He participated, asking clarifying question throughout and seemed interested in learning the concepts being taught.

Progress Made Toward the Objective: *(Restate the objective from the previous lesson. Did he/she achieve the objective? Specify why/why not.)*
LP3 Objective: 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.

The student did not meet the objective as he scored less than 80%. The main issues were in following the steps of the multiplication algorithm. He forgot to place the zero into the problem when multiplying two digit multiplies (see fig. 1). He also has trouble remembering how to know where to place the decimal in decimal problems. I feel like I did not put enough emphasis on estimation. I emphasized an algorithmic step instead.
Fig. 1

```
  13
x 14
  52
 +13
  65
```

Rather than

```
  13
 x 14
  52
+130
 182
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Teacher Candidate Progress

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

I did well in preparing the lesson. I made sure to reserve a room and prepare study materials beforehand. I did not do as well in implementing the lesson as specified in the previous section.

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 make one more attempt at teaching decimal multiplication. This week, I will focus solely on that rather than trying to teach two-digit multiplication and decimal multiplication. I will focus on estimation to find the correct decimal placement.

Part C: Planning:

WEEKLY LESSON PLAN TEMPLATE

Preliminary Information	
Subject / Topic: Mathematics	**Learning Segment Theme:** Numbers and Number Sense, Computation
Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials): Whiteboard markers, multiplication table	
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	
Manipulating decimals (multiplication and division). Estimating/Rounding Decimals	
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 when teaching decimal multiplication, I did not emphasize estimation of decimals to know where to place the decimal. I believe that this will be more beneficial to the client that the way I was teaching it previously.	
Prior Knowledge and Conceptions (What knowledge, skills and/or academic language must client already know to be successful with this lesson?)	
Prior knowledge: Decimals, multiplication, division **Prior skills**: Adding, subtracting, multiplying, dividing Adding, subtracting, and multiplying decimals **Prior academic language**: Multiply, divide, decimal, tenths, hundredths	
Content Standards State Common Core	
State: VA SOL 5.5a The student will estimate and determine the product and quotient of two numbers involving decimals VA SOL 5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth. 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. CCSS.MATH.CONTENT.5.NBT.A.4 Use place value understanding to round decimals to any place.	
Learning Objective(s) (These must be behavioral & measurable.) **STATEMENTS OF WHAT STUDENT WILL KNOW, UNDERSTAND, AND BE ABLE TO DO 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)

Language Demands: The student needs to be familiar with terms having to do with estimation, multiplication, division, and decimals. Academic language such as round, factor and product, divisor, dividend, and quotient, decimal, and the place values tenth and hundredth are language demands.

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.

LU SOE Specific Lesson Requirements

Character Education: Perseverance. This is the 3rd week we've looked at decimal multiplication, so we can both learn a thing or two about perseverance.

TCA Alignment:
1. **Professional Knowledge** – I am knowledgeable of the content which I am teaching
2. **Instructional Planning** – I have planned this lesson and have given myself enough time to adequately plan and practice this lesson.
3. **Instructional Delivery** – This lesson will be delivered in a clear manner using language appropriate to the student's level of understanding.
4. **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.
5. **Learning Environment** – We will be studying in a study room to accommodate the student's ADHD.
6. **Professionalism** – I will be dressed professionally and will behave professionally.
7. **Student Academic Progress –** I am documenting my student's progress and am basing my lessons on his progress.

Social Responsibility – I believe that my client can learn as all students can. I am making accommodations/modifications for him as needed.
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.
Reflection – See section B above.
Integrity – I have not and will not violate any ethical or legal concerns.
Professionalism – See TCA.6 above.

2. How will you know and document students' progress towards meeting your learning objectives?

Evidence and Assessment of Student Learning

(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?)

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 two-digit multiples.
Sample Problem: 41 * 19

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.

Summative assessment(s):
See Independent Practice below.

Expectations for Student Learning - - STANDARDS & CRITERIA

(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.)

Exceeds expectations:
The student will exceed expectations by achieving a score ≥ 80% on the independent practice

Meets expectations:

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 reteach decimal multiplication focusing on estimation rather than algorithmic problem solving.

A website I found showed a great way to teach it. Start with the problem, let's say 1.3 * 4.7. First, round both numbers. 1.3 rounds to 1 and 4.7 rounds to 5. 5 * 1 is five. Now, solve the original problem normally without looking at the decimal. Before placing the decimal, the number is 611. Use the rounded multiplication problem to place the decimal. 611 and 61.1 are too big, and .611 is too small. 6.11 is the closest number to the rounded number. Finally, check this answer using the standard method of decimal placement.

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:
1 two-digit times one-digit single decimal problems (i.e. 1.3 * 4)
2 two-digit times one-digit double decimal problems (i.e. 1.3 * .4)
2 two-digit times two-digit decimal problems (i.e. 13 * 1.4 or 1.3 * 1.4)

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

Teaching with a Mountain View. (2012, November 3). *Multiplying Decimals.* Retrieved from Teaching with a Mountain View: http://www.teachingwithamountainview.com/2012/11/multiplying-decimals.html