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: Planning:

WEEKLY LESSON PLAN TEMPLATE

Preliminary Information	
Subject / Topic: Mathematics	**Date of Lesson: 03/27/18**
Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials): Whiteboard, whiteboard markers, multiplication table, calculator, worksheets	
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	
The division algorithm Manipulating decimals (division) Estimating/Rounding decimals	
Content Standards State Common Core	
VA SOL 4.4c The student will divide whole numbers, finding quotients with and without remainders. (Review) 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 the decimal division worksheet, the student will be able to solve division problems involving decimals getting 7/9 correct.

2. 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. This will be especially important with the time between sessions.

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 students in learning…for individuals, small groups, or the whole class? 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:

1. I will review the division algorithm from last time making sure he remembers how to do it.
2. If he is still struggling with this concept, I will reteach it.
3. If he understands the division algorithm, teach him how to divide decimals. When dividing a decimal by an integer, there are no differences between normal division and decimal division except that the decimal needs to be brought up. After this, I will show him how to divide when the divisor is a decimal. Rather than teaching him to "just move the decimal", I will teach him that you can multiply each number by the same number and still divide to get the same answer.

For example, 15 / 3 = 5 = 150 / 30

If he understands that, then he can be taught the shortcut of moving the decimal.

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 will be a worksheet from K5 learning

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.).