Elementary Education Lesson Plan Template

Math Tech Project

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This Elementary Education lesson plan template has been used successfully by teacher candidates in the CIED 451 Student Teaching at the Elementary Level to pass the edTPA Elementary Literacy Assessment, and it may be used for any elementary content area lesson. The template has been aligned with edTPA requirements for lesson plans listed on page nine of the Elementary Literacy Assessment Handbook authored by the Standford Center for Assessment, Learning, and Equity (SCALE) and published by the Board of Trustees of the Leland Stanford Junior University in Palo Alto, California. And so it requires no in-text or reference citations when submitted to the Pearson Corporation or to Illinois teacher preparation program faculty. While CIED 451 teacher candidates are welcome to follow any lesson plan template they choose for their edTPA submissions, this template is a reminder of the edTPA Elementary Literacy Assessment Handbook requirements for lesson plans listed on page nine. These requirements may be summarized as follows:
Lesson plans should include the following information:

- State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning. (Note: Please list the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
- Learning objectives associated with the content standards
- Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
- Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
- Instructional resources and materials used to engage students in learning

Page nine of the edTPA Literacy Assessment Handbook also states, “Lesson plans should be no more than 4 pages in length. You will need to condense or excerpt lesson plans longer than 4 pages. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.”

Therefore, the Elementary Education Lesson Plan Template that follows is presented in the standard font for all edTPA writing: Ariel, 11 point, black font. It includes minimal

demographic information and is restricted to lesson plan contents specified by the edTPA Elementary Literacy Assessment Handbook. All other necessary information about any lesson written with this template should be placed under appropriate edTPA commentary prompts. No demographic information that identifies the cooperating school or students should be included in lesson plan or commentary writing. Teacher candidates are expected to omit all yellow highlighted reminders within the template when their lesson plans have been completed.

Instructors in all SIUE Elementary Education methods courses have aligned their instruction with the template that follows. For this reason, Elementary Education supervisors should use this template for candidate field observations that require a lesson plan

Introduction to Place Value: 2nd Grade

Part 1: Lesson Overview			
Video on Oryx Learning		November 17th, 2023	Grade: 2
Learning Segment Topic: Students will be able to understand Place Value			
Lesson Topic: Introducing hundreds place using oryx Learning			

Part 2a: Target Student Learning Standards	
	CCSS.MATH.CONTENT.2.NBT. A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. I.e.: 706 equals 7 hundreds, 0 tens, and 6 ones.

Part 2b: Lesson Objective:

Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral representing the set in standard and expanded form. Understand and be able to communicate place values and learn proper Mathematical terminology.

1) Students will understand place value--the value of a digit depends upon its place or position in a number.

2) Students will represent given numbers up to a value of 999 using models, standard form, and expanded form.

3) Students will determine the value of a digit in a given number.

4.) Students will participate in partner “Guess my Number” and record their answers on the accompanying worksheet

5.) Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral representing the set in standard and expanded form.

6.) Understand and be able to communicate place values and learn proper Mathematical terminology

7.) Students should recognize the numbers 0 to 999. They will gain an understanding of the place values for ones, tens, and hundreds. This will be accomplished by using a variety of activities.

8.) Students should be able to place sets of numbers in order from least to greatest and from greatest to least and determine the number that is one greater or one less than their assigned number.

Part 3: Assessment Plan

Pre-Assessment Tools Used Prior to Lesson:

Using oryx webpahe we will review with students two-digit numbers by showing them a number on the board and asking how many tens and how many ones it has. They will represent this number using the oryx manipulatives link. We will have students work in small groups to determine the answer together before they show it to us.

Example question: “What does the 1 mean and what does the 6 mean in the value (number) 16?”

Formative Assessment Tools Used During Lesson: First, the teacher will do a couple example problems on the board with the students. Next, the class will do a problem together with the teacher to ensure the students understand. Then, the students will get the chance to work on some problems on their own that the teacher had premade, using the lesson on oryx. The webpage will then have each students scores, after which teacher can assign homework based on students readiness levels.

Summative Assessment Tool(s) for Learning Segment:

Students will complete a list of practice problems on oryx that involve 2 and 3 digit number knowledge, this will check their understanding of how to represent each number in words and with ten base blocks. The program then will then give us the final results of where students stand on the learned topic.

Students will also play a game of creating numbers using the base 10 blocks manipulatives, and have their partner guess what that number is.

Part 4: Supports for Diverse Students in Sequence of Instructional Strategies and Learning Tasks

Common Misconceptions on Place Value

Common misconceptions about place value include students viewing the number as partial total and not the full value. It is hard for students to differentiate the full value in the number when asked to take it apart and find how many ones, tens, and now hundreds are within the given numbers. Students also may have misconceptions about the one's place. This is because ones, tenths, hundredths, thousandths... and so on students are aware that these place values end in matching endings “thds”. I found students writing or getting confused why the ones place does not change the ending like the tens

place can change to tenths. This was a good scenario to happen when teaching because it was the first scenario I have had where there really is no further “explanation” as to why the ones place is incorrect one spelled or referred to as the “oneths” place and I had to explain this is just the way English language decided on the pronunciation and spelling for the first-place value. I think this will further help them when learning decimals because the decimal always begins at the tenths place, I am thinking that because one's place is in its “own” classification they will have an easier time remembering that the ones place is in front of the decimal as a full value. This could easily be remembered by knowing it’s the only place not ending in “ths”.

Language(academic):

Place value- Numerical value that a digit has by virtue of position in number.

Base Ten Blocks- Blocks used to represent ones, tens, hundreds, and thousandths.

Digit- Numerical value

Ones- Ones place

Tens- Tens place

Standard form-means expressing numbers using numbers.

Word form aka written form-means expressing numbers by spelling them out in words.

Expanded form-means expressing according to place value.

Hundreds- Hundreds place

Model form- using base ten blocks to represent the number

Counting

Adding

Language (everyday use):

Group(s)- Number of things that have been classed together.

Compose-To write or create.

Linking- Combine or join.

Make up- how many of one number make up another

Represent- Amount to

Combine- Merge, add together.

Write out- In written form/ explanation.

Counting

Blocks

Base

Write out

Break apart

Put together

Place

For the students who are not as familiar with place value- We will give them the place value manipulatives, so they can visually see what the value represents.

For the students who are confident with place value- We will tell the students to put a given number in a certain place value to make a three digit number. For example: “Place the number “8” in the tens place, place the number “1” in the hundreds place, and place the number “5” in the ones place. Then the student will be able to say the number is 185.”

Part 5: Sequence of Instructional Strategies and Learning Tasks

Introduction:

In the beginning of class we will do a review of two digit numbers.

Students will begin class with the teacher showing on the board a given number by using the oryx manipulatives link to show the "longs" and "units" as a review of two digit numbers.

A digit is any number from 0 to 9.

Review: There are 10 unit cubes in one long and a one unit cube represents the value one.

Make the number 23 on oryx the number using manipulatives.

Ask Students:

How many longs are there in this number and how many ones are in this number?

How did you solve this?

Which number is in the 10s place?

Which one is the ones place?

We will remind the students that place value means; the value of a digit depends upon its place or position within a number.

What is the value of the 3 in the number 13? What is the value of the 3 in the number 31?

We can see that the digit 3 appears in different places in these two numbers so we know that the value of the 3 is different in each number.

Have students use the oryx manipulatives to represent both numbers in longs and ones.

Development:

We then will introduce 3 digit numbers.

The first digit in a 3 digit number represents hundreds in that number.

We will use oryx manipulatives screen to show that 10 longs added together represent one block of 100.

Then we will use the online manipulatives to show the students number 378 has 3 blocks, 7 longs, and 8 ones.

Students will represent 256 with base-ten blocks on their tablet working with a partner.

We will show and explain the four different forms used to write number

Standard- 345

Expanded- 300+40+5

Word/written form- three hundred fourty-five

We will give students examples on the board and writing out three digit number, which students will then have to copy down on their own worksheets. Reminding students that written form of a number is when it is written out in words instead of numbers which would be standard form.

Model form- show 3 blocks, four longs, 5 ones

We will demonstrate a few examples of writing out numbers in word form, having students copy down what we write on the board, onto their tablets.

We will show 4 hundreds and 5 ones-blocks. We then will ask students to write the number that is represented by the blocks in standard and written form. Students will have to write the number that is represented with the manipulatives. Then we will discuss their answers.

Then we will ask the students to assist in determining what is the value of each digit in 529? Woking on it together. How many hundreds, how many tens, how many ones? How would we represent this number in expanded form? How would we write the number out?

This will give them practice writing numbers and learning how to spell them. They also will look at written form of a number and then must write it down in standard or expanded form.

Explain to the students that when we have 12 longs that is equal one block and 2 longs.

We will then ask students to fill in the expanded form on their own, they will do this on their tablets by filling in the missing information. They will be presented with a set of manipulatives that make up a number showing the amount of blocks, longs, and ones it has. Then they will write out a problem representing this number using expanded form.

Then we will have students work on problems together with partners.

Students will participate in partners “Guess my Number”

At first the teacher will represent a number on her board with blocks, longs, and ones. Students then have to guess what the number the teacher was thinking of is. The teacher will also give an example of a number by the expanded form telling students how many hundreds, tens, and ones are added together and showing the example on the board and then students will guess what the number is.

After we practice these problems as a class, the students will then have the opportunity to play this game with their partners.

In groups of two, students will take turns creating a number by its model form, then the partner will need to guess it.

One student will write down any 3 digit number they think of and then will describe that number to their partner by telling them how many ones, tens, and hundreds have been added together to make the number that was written down. The partner then has to guess what the number that was described. Then they will switch to where the person who described will be the guesser.

End of lesson to evaluate understanding of the matter.

To asses the students knowledge we will have them complete a set of problems on the oryx webpage. These problems will cover all levels of readiness to see if the students grasped everything discussed in class.

Example problems:

Which 3 digit number has a 5 in its tens place?

Which number contains a higher digit in the hundreds place?

3 blocks, 1 longs, 0 ones pictured on the board. What is the number that is represented?

200+40+2 what is this number in standard form?

At the end of the questions every student is scored, and the teacher can see if anyone needs help with understanding 3 digit numbers by evaluating how well the students did answering the questions.

For students that prefer more hand on learning will will have the manipulatives available that they can have at their desk.
When assigning homework we will assign problems to the students readiness level, while including some that are tougher.
The program Onax will read the problems to the students if they struggle with reading, and comprehending what they read.
For non tech savvy students, or whom prefer not to work on their computer when practicing problems, we will print out worksheets to take home.

Part 6: Instructional Materials:

- Base ten blocks
- Anchor chart
- Tablet/chromebook
- Printed out practice sheets