

Lesson Plan	
Preliminary Information	
Candidate Name: Synthia Phippen	Grade Level: 3rd
Candidate's Endorsement: Elementary Education K-5	Central Focus: The central focus of this lesson is to help students create a better understanding of place value to read, write, and determine the place value of each digit in a whole number. They will also learn how to use a place value expander to model several different numbers through thousands of places.
Subject/Topic: Math	Learning Segment Theme: Number and Number Sense. Reading, writing, and identifying the place value of six-digit numerals.
Where in the learning segment does this lesson occur? Middle	Lesson Structure or Grouping: Whole Class
Student Assets (Knowledge of Students)	
Personal (Interests, family backgrounds, experiences, etc.)	My class has both boys and girls, they each have different types of families they come from. Some come from a single parent household, and some come from a two parents' house. 75% of my students come from a two-parent household and say they are loved and fed daily. 2% of my students live with grandparents due to reasons that will help to keep them safe. 30% of my students participate in soccer on Saturdays and 50% of the girls in my class go to dance class after school two days a week. More than 35% of my students participate in after-school programs and activities. My students have great life experience with activities to help them have a fulfilling life.
Cultural (Traditions, dialects, worldview, literature, arts, etc.)	All my students speak English but 22% of them know or speak other language in their household. My class represents different types of cultures and social statues. My class is 20% African American 5% Asian or Latino and the other 85% is white American. About 68% of my class attend church on a weekly basis this include Christian, Catholic, Protestant, Jewish, etc. Many of their families have religious or cultural traditions they do often as a family. My students are introduced to fine arts as some of their families attend plays at our local theater. All the girls who attend dance weekly perform often and many of us from the class can go and cheer

	<p>them on. My students aren't very much into art this year, they are more science and math based so I have had to incorporate art in different ways that will interest them.</p>
<p>Community (Landmarks, community events, etc.)</p>	<p>Our town is in the beautiful rolling hills of Vermont very close to the New York border. It's a very small and quite town but as many events for families to get involved in. My students get to experience many things outside of class as they attend family events in the town such as food markets, music festivals and town-wide parades. We have an art museum in our town, and they get to take part in events from that museum at times. We have lots of hiking where we live and many of the students' parents love to hike on the weekends when it's sunny. We also live just about a 4-hour drive to New York City. Many families vacation here or visit for a weekend to experience the city.</p>
<p>Developmental (Cognitive, physical, social, and emotional)</p>	<p>My students this year are doing very well at paying attention and staying on task. I have been impressed how we have kept to the schedule I made at the beginning of school, and they are achieving goals how I was planning they would. Most of them seem to enjoy learning and participating in activities. They are all on point with their cognitive development. Some of their social skills are still developing and they are learning how to make friends. Two of my students have difficult times with emotions and tend to have a breakout once a day. I know how to deal with it and seem to be able to cool them down quickly now.</p>
<p>Content Standards</p>	
<p>State Standards</p>	<p>Virginia Standard of learning: 3. NS.1 The student will use place value understanding to read, write, and determine the place and value of each digit in a whole number.</p>
<p>National Standards</p>	<p>NTCM Math: Number and Operations in Base Ten 3. NBT. Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100. Fluently add and subtract within 1000 using strategies and algorithms based on place</p>

	value, properties of operations, and/or the relationship between addition and subtraction.
In TASC Standards	<p>Domain 3: Standard 6: Assessment- Diagnostic Assessment (Guided Practice) Students will learn the understanding of place value in a number from my PowerPoint. They will work in groups of two to get a better understanding of place value with an activity. (Independent Practice) They will use what I have taught them on place value by doing a solo worksheet. Summative: I will do this by watching how the students interact with the worksheet on their own. I will assess the knowledge that they have learned through this lesson. By participating in the I have who has game will also have them use their brains and learn more about the place value of a number. Standard 7: Planning for Instruction - Consulted National and State standards in math to plan this lesson. Found resources online to help me teach this concept. Standard 8: Instructional Strategies - Between all the activities I've prepared for this lesson the students will be able to apply the concepts I teach them. My strategies will help them connect their understandings and build skills to apply knowledge in meaningful ways.</p> <p>Domain 4: Standard 9: Professional Learning and Ethical Practice - The lesson will be professionally done and motivate students to engage with the topic. Students will know the concept of place value in a number after the lesson and be able to explain it to others. I will be able to evaluate their knowledge through the activities. Standard 10: Leadership and Collaboration – Students will be able to work in pairs on the first activity and collaboratively work through the activity together. Students will also work alone on a worksheet and build their leaderships skills through participating in their worksheet. Students will also learn leadership roles as they work in pairs on the activity.</p>
Learning Objective(s)	

<p><i>These must be behavioral and measurable.</i></p> <p>Statements of what students will know, understand, and be able to do at the end of the lesson (<i>consider all three domains</i>). Include condition, performance, and criterion.</p>	
<p>Teacher Version: Given five problems on a work sheet students will be able to identify each place value of each number correctly. With 5/5 number places correct.</p> <p>Learning Target / Student Version: “We will be able to” or “I can”</p> <p>I CAN identify the place value of a number in the one, ten, hundreds or thousands place.</p>	
<p>Beginning: Launch/Hook/Anticipatory Set</p> <p>How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?</p>	
<p>I will start with some questions as to if the students know anything about the place value of a number and what this means. I will begin after questions with my PowerPoint on introducing place value to the entire class. We will go through some problems of place value, and I will explain the concept.</p>	
<p>Middle: Instructional Strategies to Facilitate Student Learning</p> <p>For example: How will you engage students with ideas/texts to develop understanding? 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 student will solve during the lesson—with the correct answers.</p>	
Instruction/Modeling	<ul style="list-style-type: none"> A. I will start by introducing the lesson and telling the students to come sit on the rug. B. I will start my PowerPoint and discuss the meaning of a place value in a number. C. I will discuss why place value is important and what it means in a number. D. PowerPoint will allow them to understand place value in four different ways. E. I will address all of the ways and teach them to my students. F. They will be able to interact with one slide and discuss the answer. G. I will ask questions during the slides to see what they are starting to understand and learn.
Guided Practice	<ul style="list-style-type: none"> A. I will tell the students to go back to their tables quietly and pair up with a buddy.

	<p>B. I will hand out the materials for our value riddle game.</p> <p>C. I will instruct the students on how to use their papers and do this activity.</p> <p>D. They will work closely with another classmate to achieve these riddles.</p> <p>E. I will give them 3-5 minutes to complete their five riddles.</p> <p>F. I will monitor their activity closely and assist if needed.</p> <p>G. I will ask them at the end of the activity if they understand place value and feel comfortable doing it.</p>
Independent Practice	<p>A. I will give the students their place value worksheets.</p> <p>B. I will instruct them on what to do with the worksheet.</p> <p>C. They will work alone on the worksheet.</p> <p>D. If they need assistance, I am willing to give them a hint.</p>
<p style="text-align: center;">End: Closure</p> <p style="text-align: center;">How will you end the lesson in a way that promotes student learning and retention?</p>	
<p>“I have one last game for us that will be a fun activity, so everyone stand up! We are going to play I have who has. You will read your card, and then the person who has what you said will read their card. It will continue until everyone has read theirs.”</p>	
<p style="text-align: center;">Evidence and Assessment of Student Learning</p> <p style="text-align: center;">How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning?</p>	
Diagnostic/Pre-assessment(s) (could be prior to the lesson)	I will ask them what they know about place value in a number to assess their understanding.
Formative Assessments/ Feedback to Learners (part of the activities in the lesson)	By asking them questions during the PowerPoint and seeing how they do during their place value riddles activity. Watching how they interact with my PowerPoint and activities.
Summative Assessments (matches the objective)	Following the worksheet and doing what they have learned by achieving 5/5 on the worksheet correct.
<p style="text-align: center;">Academic Language Demands</p>	
Language Demand(s)	Students will start to understand the meaning of place value in a number. They start to come up with a definition for place value in their own words. They will

	interact with questions and classmates on this topic during the lesson.
Language Support(s)	As the teacher I will assist the students in learning the definition of place value in a number and what this means in math. Students will answer questions in their own words and share their understanding of this concept.
Essential Vocabulary	Place value in a number and the importance of where it belongs in the thousands, hundreds, tens or ones.
LU SOE Specific Lesson Requirements	
Character Education	Students will have a clean desk area so they can achieve the activities we will be doing. Students will be driven and excited to participate in my lesson. This lesson will help them grow and develop more math concepts to grow their knowledge.
Materials	<ul style="list-style-type: none"> • PowerPoint • Camera • Worksheets • Number cards • Riddle cards • I have who has cards • Pencils
Technology Connection	PowerPoint
<p align="center">Consider the Following Question for the next section of this Form:</p> <p>How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus).</p>	
Planned Supports	As teachers, we will be ready to support any child that needs it and be open to looking for help. When a child is confused and falling behind, I will assist them and help them get back on track. If they need more time to finish the worksheet, I will allow them more time, so they Don't get frustrated.
<p align="center">Supports: Differentiation/Extension</p> <p>How will you provide successful access to the key concepts for all the students at their ability levels?</p>	
Exceptionalities (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.)	Provide extra help on the worksheet if necessary. Help them individually if they seem frustrated and need extra help one-on-one. As I have students, I know that need

	more assistance. I will set up extra services for them and be prepared before the lesson.
ELL	Students who may need help in this area can still participate with the lesson and worksheet. They will need more assistance so one of the teachers can be of assistance if needed. As they feel they are challenged or confused.
Learning Styles/Student Engagement	Some students may need more time and more help with certain activities. I will allow them to do whatever makes them comfortable. If a student is struggling and I notice I will jump into action and assist them as I can.
Extension	If students are struggling to get the worksheets or activity done in time, I will allow them to save it and do it another day so that they have more time and don't feel rushed.
References: Resources	
Cite all sources used in the development of the lesson materials and resources, including URLs or other references.	
https://www.ashleigh-educationjourney.com/place-value-3rd-graders/ https://www.weareteachers.com/place-value-activities/	
References: Research to Support Instructional Design	
Canva (PowerPoint) Canva (Worksheet)	