

Guided Math Lesson Plan Format (Example)

Subject: <u>Math</u> Date: 9-25-2017	Standards or TEKS: 4.2 (2) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.								
Topic: Place Value - Values of a Digit in a Place from one whole to the hundredths place. Incorporate the decimal.	Process Standard: 4.1 (4) apply mathematics to problems arising in everyday life, society, and the workplace; (5) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.								
Whole Group Lesson: Students have prior knowledge of place value relationships with whole numbers up to the one billion. ENGAGE: To review the place value relationships, use the following video tutorial to recap: Video Link: https://www.youtube.com/watch?v=3m3u3u3u3u3 EXPLORE: Next, using large chart paper, have students help you create a digit using a whole number, tenths, and hundredths. - Write the number at the top and divide the rest of the paper in to 4 equal sections. - In each section, work with the students to write the number in the following forms: expanded notation, word, and expanded form. - In the last line, use money manipulatives or draw a picture of what this number would look like if it were money. - Have student's complete Monday's Warm Up question and check. - Have in the small groups.	ELPS (74.4): (3) Information new basic and academic language by using and hearing it in meaningful ways in speaking and writing activities that build concept and language attainment. EDL Accommodation: Students will go at its each place value and state the name of the place and point to its value on a chart of mixed values. Students will also be asked where they have seen numbers with decimals before. Show pictures with examples to make a familiar connection to where this content has been used such as the grocery store or at the bank.								
	ELABORATE Small Group: Pg. 54 of the Grade level text. Complete numbers 4, k, and 8 incorporating the place value chart and either clouds that allow students to select the correct answer. <table border="1" data-bbox="585 911 921 1148"> <thead> <tr> <th>Below Level</th> <th>On-Level</th> <th>Above Level</th> </tr> </thead> <tbody> <tr> <td>Use base ten blocks to help student's understand how one whole can be broken in the tenths and hundredths.</td> <td>Use money to help student's determine the value of a tenth and hundredths. Each student should have</td> <td>Have students begin without manipulatives to begin. If student's struggle, refer to the sets of money to provide a</td> </tr> </tbody> </table>			Below Level	On-Level	Above Level	Use base ten blocks to help student's understand how one whole can be broken in the tenths and hundredths.	Use money to help student's determine the value of a tenth and hundredths. Each student should have	Have students begin without manipulatives to begin. If student's struggle, refer to the sets of money to provide a
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