

University of South Alabama
Department of Leadership & Teacher Education
K-6 Education Lesson Plan Format

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School: Semmes Elementary School

Grade Level: 5th

Teaching Strategy: Whole Group

Time Required: 45 minutes

I. Subject/Content Area

- Mathematics/ Division

II. Alabama Course of Study

- 5th grade
- 3.) Solve word problems that involve decimals, fractions, or money.

III. Concepts

- using money to make predictions
- Using money to help understand division

IV. Behavioral Objectives

- The student will be able to demonstrate steps in making predictions
- The student will be able to find quotients using the model of sharing money
- the students will be able to demonstrate how many different ways you can make 0.5, 0.10, 0.25, 0.50, \$1.00, \$5.00, \$10.00.

V. Evaluation (Assessment included here)

- The teacher will observe the students predicting how many different ways the students predict money can be made up of.
- The teacher will collect the list the students have generated about how many different ways the

students constructed.

- The teacher will observe how the students can divide money on the own little white boards.

VI. Materials -

- Paper
- Pencils
- Small individual white boards
- Erasers
- Dry erase marker
- Play money
- poster board hang up on big white board for studenta to make predictions

VII. Teaching/Learning Procedures

A. Motivation

- “Today, we will go over the most important skill in math.....counting money and the different ways you can come up with the same amount “
- The students will learn how dividing is in everyday life with the use of money.

B. Instructional Procedures

- First, the teacher will hang up the prediction chart, the students will be asked to make a prediction on each amount listed.
- Second, the students will grouped in groups for 4, which will give the teacher 4 groups of five.
- Third, the teacher will have a student helper pass out the bags of play money.

- Fourth, the teacher will instruct the students to get out one sheet of note book paper , and have on group member write the different ways the group comes up with making the amounts of money.
- Fifth, the teacher will observe the students as they work, and see what group might need extra help.
- Sixth, the teacher will ask the groups to come up to the green poster board and draw out how many ways they grouped their money.
- Seventh, the teacher will read out loud the different ways displayed.
- Eight, the teacher will collect the money and sheets of paper.
- Ninth, the teacher will have student helper pass out the white boards and the teacher and class will construct division problems on the white boards.
- Tenth, the teacher will observe the students and make mental note on whom is having trouble.
- Enrichment students will be able to go to the math center and write a paragraph about if they were President, why should they have receive the honor of being on the new 1,000.00 bill.
- Early finishers will go to the math center and on card stock the questions are written about what president is on the cent, nickle, quarter, half dollar, dollar, five dollar bill, and ten dollar bill. The students may look these answers up the the computer.
- Remediation will be called to the intervention table to work more with dividing money.

A. Closure

- The teacher will observe and look over the papers the groups worked their money problem out on.
- The teacher will observe the work the students did on their white boards

- All most all students go on field trips or trips with their parents, so learning how to divide money is needed for everyday life.
- Tomorrow we will go over division again and work with money.

VIII. Supplemental Activities (Early Finishers, Enrichment, Remediation)

- Enrichment students may go to a math center and write a paragraph about if they were President, why should they have receive the honor of being on the new 1,000.00 bill.
- Early finishers will go to the math center and on card stock the questions are written about what president is on the cent, nickle, quarter, half dollar, dollar, five dollar bill, and ten dollar bill. The students may look these answers up the the computer.
- Remediation will be called to the intervention table to work more with dividing money.

Complete these sentences

- Students who finish early will be asked/allowed to go to math center.
- Students who desire enrichment will be directed to go to a math center.
- Students who need remediation in division will be provided with extra help, time and problems to help with dividing money.

I. Professional Reflection

1. Were the instructional objectives met? How do I know students learned what was intended?
2. Were the students productively engaged? How do I know?
3. Did I alter my instructional plan as I taught the lesson? Why?
4. What additional assistance, support, and/or resources would have further enhanced this lesson?
5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?