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EDUC 400

**SIOP Lesson Plan**

**Round with place value: ten and hundreds value**

**Date:** 1 April 2018

**Grade/Class/Subject**: 3rd Grade Math Lesson: Rounding

**ELL English Proficiency Level:** Level 5 Advanced Proficient

**Unit/Theme:** Number & Operations in Base Ten

**Standards:** **Common Core Standard**

[CCSS.Math.Content.3.NBT.A.1](http://www.corestandards.org/Math/Content/3/NBT/A/1/)  
Use place value understanding to round whole numbers to the nearest 10 or 100.

**Content Objectives:**

The students will be able to fluently compute and make reasonable estimates by playing an interactive rounding game, and by watching the teacher model the activity/game.

After reviewing yesterday’s class, and completing the morning meeting, the students will be able to reason and understand the idea of rounding.

After reviewing the rules of rounding the students will be able to successfully round any numbers within the 10’s and 100’s value place.

Using flashcards, the students will be able to round with accuracy and automaticity.

**Language Objectives:**

Students will chant as a group the rounding rules: Five or above give it a shove; four or below let it go.

After listening along to the book Sir Cumference and all the Kings Tens, the students will work collaboratively in their group to answer a question. “Patty wanted to buy a piece of gum. The piece of gum was 25¢. Patty only had dimes in her pocket. What should Patty do?”

By solving the problem and collaborating with group members, the student will be able to explain to the class the answer his or her group came up with.

The student will be able to use key vocabulary terms within the unit when practicing and explaining rounding problems.

Working with the aid in the classroom, the student will be able to communicate the answer of the rounding problems on the flashcards.

After watching and listening to the teacher’s modeling of a given task (using functional vocabulary), the students will be able to complete the task that was asked of them (understand what was being asked of them).

Using the visual of the rounding poster, the students will be able to comprehend the lesson’s objective. (Associate the phrase with the task being asked of them.)

**Key Vocabulary:**

**Content Vocabulary:**

* Estimate
* About
* Round
* Nearest
* Approximately
* Closest
* Above
* Below

**[](http://crackerjaxteacher.blogspot.com/)  
Functional/Language Vocabulary (ELL):**

**Word Bank-** The students will refer to these word banks throughout the year, and it is important for them to know what I mean when I bring it up in class. Each student will have a word bank taped and attached to his or her desk for each unit to refer to them and use them when explaining their answers out loud to the class or independently. The teacher will prompt the students to use them by pointing at a student’s word bank on their desk. This will help the ELL students connect the gesture with the meaning.

**Smart Board-** The students will need to know what this word is, as it will be referred to quite a lot in the classroom. The teacher will use a certain gesture to help the students connect the word with the gesture.

**Pair Share-** The student will hear this phrase quite often. For this one, when the teacher says to pair share, he will point to a poster that is on the bulletin board in the classroom. This poster has a picture that accurately describes each teaching strategy (pair share, Ticket out the Door, Stand up Sit down, Morning Meeting, etc.)

**Morning Meeting-** Morning meeting will also be on the bulletin board. This will be a picture of the class sitting in front of the teacher on the carpet. We will have a morning meeting every day and the morning meeting is where the teacher will interact with the student and model tasks and instructions for the day. The teacher will point to the bulletin board when prompting the students for the morning meeting.

**Rounding Chant words-** The ELL students will probably have difficulty in some of the words that are in the chant poster. This is critical for them to know because the chant describes the rules of rounding. For this I would model with gestures, taking advantage of the comprehensible input strategy learned prior in the first couple lessons. I would model words like shove, go, above, and below.

**Essential Question-** These will be asked during the morning meetings, so this phrase is very important for the students to know. In place of saying our Essential questions for the day I will point to a picture on the bulletin board that is a question mark. This will help prompt the student to listen to the question that surrounds the lesson.

**Centers-** For some of the lessons the students will be divided up into centers, so it is important for the students to understand what I mean when I talk about centers. This will be another picture on the bulletin board. The teacher will point to the picture when transitioning into centers.

**Flashcards-** These will be used in the lesson, so it will be important for the students to know this word. The teacher will model in the morning meeting what the students will doing with the flashcards and how to use them.

**Ticket Out The Door-** This will be a strategy shown on the bulletin board where it will be a picture of a ticket. The teacher will point to the picture when discussing the word in class. The teacher will use the ticket out the door only in the closure of the lesson.

**Supplemental Materials:**

Book on Place value and Base Ten (Sir Cumference and all the Kings Tens)

Rounding worksheet

Rounding game with dice

Flashcards

Rounding Poster Chant

**SIOP Features**

**Preparation Scaffolding Group Options**

**\_\_Adaptation of Content X** Modeling  **X** Whole Class

**X** Links to Background **\_\_**Guided Practice **X** Small Groups

**X** Links to Past Learning **X** Independent Practice **X** Partners

**X** Strategies Incorporated  **X** Comprehensible Input **X** Independent

**Integration of Process Application Assessment**

**X** Reading  **X** Hands-On  **X** Individual

**X** Writing  **X** Meaningful  **X** Group

**X** Speaking  **X** Linked to Objectives **\_\_**Written

**X** Listening **X** Promotes Engagement **X** Oral

**Learning Strategies (Effective Teaching Practices)**

**Stand Up, Sit Down**- The student will do a stand up sit down where the students will round a given number. This will formatively test them not only rounding correctly, but also using the proper vocabulary words when articulating their answer.

**Pair Share-** The students will turn to their partner and share and explain their answers from the anticipatory set to each other, then they will discuss among their group members at their table.

**Ticket out the Door-** Using the $2 Summary (every word is 10 cents), students will reflect on one thing they learned in the lesson.

**Lesson Sequence:**

**Anticipatory Set:** The teacher would read Sir Cumference and all the Kings Tens. To accommodate the students in understanding the story and the words I am saying, I would use the strategy of comprehensible input. The book is just a story about using place value and the application for it. As I read the book I will model what the story is saying and doing. I would also explain and possibly model the words that the students may not know. This benefit not only the students that are English language learners, but also those mainstream American students as well. Sir Cumference and all the Kings Tens is a book about organizing groups and how making groups of 10’s and 100’s are easier for anyone to count than those of other whole numbers. For example, grouping 20+20+20+10=70 is easier to read than grouping 21+8+35+6=70.

After the book the teacher would pose a question to the class. . “Patty wanted to buy a piece of gum. The piece of gum was 25¢. Patty only had dimes in her pocket. What should Patty do?” The teacher would review with the class what the question is asking and also what content is within the question. The teacher will represent the change that Patty has in her pocket and the question on the SmartBoard.

The students would then collaborate and work in their groups to solve the problem and explain why their answer is correct. The teacher will then prompt the students to use their key vocabulary words that are taped to their desk to answer the question. The teacher will then choose a volunteer from a table to explain their answer. The students will then get in their groups and centers.

**Model:** Before modeling what is expected of them, the teacher will give the students a place value worksheet that reviews tens place. The teacher will go over the worksheet and do a problem with the students on the board. This worksheet is a review of the prior week’s lesson on place value. The teacher will then begin a lesson about rounding and the importance of estimation. The teacher will reinforce the rounding of the tens place values. The teacher will also introduce and model the new key vocabulary words in their word banks. The teacher will reinforce strategies for rounding and the rounding rules. The teacher will introduce the rounding chant. The teacher will introduce the rounding chant by utilizing the comprehensible input method. By doing this the teacher would use gestures for when the number is above 5 or below 5. The teacher will repeat and practice this chant with the students, so that they will memorize and use it when rounding on their own. The students will then repeat the chant out loud as a group as the teacher practices with them on the board. As the students get into their centers, the teacher will first model what is expected of them in each center.In one center the students willwork with the aid. The aid will go through flashcards with the students. These flashcards will be numbers ranging in the tens place and will also have base ten block flashcards. The student will round these numbers. Accuracy and speed is the key to task. The students and aid will go through the flashcards until it is time to change to the next center. Before doing this center the teacher will model how to use the flashcards. In another center students will play a game called “Roll It!” The object of the game is to be the first player to make a line of four in a row in any way on the game board. The students will be rounding numbers to the nearest ten. They will have two dice, when they roll them the two numbers they get are then combined to create one number. For example, I rolled a 6 and then a 3. That number is then 63 or 36. I then choose which number I want to use. If I use the number 36, I have to round that number to 40 and find it on the sheet. The teacher will model this game to the class before starting the center. While modeling how to do the game to the class, the teacher will emphasize the purpose of the game.

**Partner Independent Practice:** The partner work will be when the students are practicing their skills of rounding. This will be when the students are playing the game “Round It”. The students will be utilizing their listening, and communicating skills when playing the game. The students will play the game with assigned partners. As the students are doing the problem they are to think out loud. When playing the game and communicating with a partner they are to use their word bank so that they are applying them to what they are learning. The teacher will facilitate and monitor the students by going around to each partner group and asking questions while they are having fun learning.

**Closure:** Students will test their skills with a rounding worksheet. The worksheet is on in which it has 15 rounding problems. The students will round the numbers to the nearest ten and hundred. The worksheet will be a ticket out the door for the student. To complete the ticket out the door, the students will do a stand up sit down. On the back of their sheet they are to write something down that they have learned from the lesson today. The teacher will scaffold students that are struggling with their writing and facilitate as he or she travels around the room. As the students finish the task, they will stand up, listen to their peers and read what they put on their ticket out the door.

**Reflection:** For this lesson, it is very important that the teacher know his or her students. When the students are being divided up into their groups, it is important to have a groups in where they can easily work together and help each other. Something to reflect on might be that you could do this lesson as a guided math lesson. This is where the students are divided up into leveled groups. You would have multiple centers going at once Below level students would have a modified or adjusted lesson, work station, game session, and assessment. It would be very helpful to have an aid in the classroom when doing guided math. The on level group and above level group would be modified as well.

**Motivation (Building Background):** The students will become motivated when the teacher starts the anticipatory set. Students will become interested in the topic and also be motivated to learn more about the topic. The teacher will build background knowledge for the students by reviewing the past lesson on place value. The teacher will connect and transition to the lesson topic of estimation and rounding. The teacher will build background knowledge for the students by giving each their unit word bank/ key vocabulary words. The teacher will review the words and try to connect the words to their prior knowledge.

**Presentation:** As the lesson begins, the teacher will go over the topic of the lesson for the unit. Then he will start by asking the essential questions for the lesson on rounding. After interacting with the students by asking the essential questions, the teacher with tell the students the goals for the day (objectives) and begin the lesson with the anticipatory set. The teacher will introduce the key vocabulary words for the unit. The students will be formatively assessed during the lesson in whether they can apply and use the words correctly. After that, using the Guided math lesson format, the teacher will divide the students up into their groups for centers. In each group the teacher will model what the students will be doing for the lesson.

**Practice/Application:** Students will practice in multiple ways throughout the lesson. First the students will practice with the first center by working with the aid using flashcards. On each flashcard, is a number that the students have to round. The goal of this lesson is to have speed and accuracy, so that the students build on their automaticity skills. The second center, they will be practicing as well. The student will be playing the game “Roll It”. The teacher will emphasize the purpose of the game. This game will be a fun way to help students learn the material in the lesson. Lastly, the students will be practicing in the closure. The students will be working on a rounding worksheet for a ticket out the door.

**Review/Assessment:** The students at the beginning of the lesson will be reviewing place value utilizing a worksheet. Then the students will be assessed when they are in the flashcard center. The aid will formatively assess the students to see how the students are doing with practicing rounding. The students will then be assessed in the second center as well. They will be formatively assessed to see if they can use the key vocabulary words correctly when communicating with his or her partner. Then on the last part of the lesson the students will be working on a rounding worksheet. This will be a summative assessment to see if the students understand the content being taught to them.

**Extension:** Once this lesson and topic is mastered the students will be able to apply this math skill to other math concepts. The teacher could use this topic to start the students on a new lesson that utilizes rounding and the importance of estimation. The teacher could continue to use the centers during spare time etc. The teacher could take away centers that he or she feels they have mastered and introduce new ones, or keep centers so that students can continue to build on their math skills.