

LESSON PLAN

Edinburgh

DURATION: 30 Minutes

Grade: six

Room: 13

Goal	During this lesson, students will be reviewing their understanding of addition and subtraction of decimals in a problem-solving context. Hopefully, during the lesson they will also develop an understanding that the knowledge of decimals is required in everyday life.
Objective	Students will demonstrate their knowledge of addition and subtraction of decimals by adding, subtracting (and in some cases multiplying and dividing) the prices of grocery coupons. They will be creating a menu and will be required to stay within a budget of \$100.
Mels competencies	During this lesson, students will learn to communicate using mathematical language. Specifically, they will be representing their work using addition and subtraction of decimal numbers. They will also be making connections between mathematical language (i.e. decimals) and everyday language. Students will additionally be expected to contribute to team efforts. Specifically, they will be expected to actively participate within their given groups by completing a fact-finding activity sheet. Student participation will be evaluated.
Differentiated Instruction & Adaptations	<u>Differentiated Instruction</u> The lesson provides an oral component (i.e. lectures and group discussions) for auditory and verbal learners, as well as a visual component (i.e. a PowerPoint slide show and advertisements) for visual learners. Students will also be cutting out coupons from brochures. This will be extremely beneficial for tactile and kinetic learners. <u>Adaptations</u> Students will be working in groups where they will be able to help each other complete the assigned tasks. No adaptations will be required since students who struggle with math will be able to use the support of their peers to complete the required work.
Materials	• Smartboard with PowerPoint Slides • Publisac advertisements • Scissors • Worksheets • Menu templates • Pencils and erasers

	• Optional: coloured pencils and markers • Optional: laptops • Participation rubrics • Envelopes
Subject	Mathematics
Assessment	I will grade the students' completed menus. To receive full marks, students will be required to show me their completed menu with food items that add up to a maximum of \$100. They will also have to show me their work (i.e. the addition of all the ingredients. Also, if applicable, the subtraction of expensive ingredients and multiplication of repeated purchases). I will also use a rubric to grade the students' participation during the lesson. To receive full participation marks, students must actively participate throughout the entire lesson and eventually complete all the work provided during the class.
Self-Reflection	The professional goal of my lesson is to plan, organize and supervise a class in such a way as to promote student learning and social development. Specifically, I want to keep students engaged while ensuring that they are not too loud or disruptive to their fellow peers. This is an area that I have been working on for a while.

	<u>Procedure</u>
	<u>Introduction to Medieval Unit</u> • A couple of weeks ago, the students took part in a project where they were placed into groups of 4-5 and asked to imagine that every member of their group was a character in the middle ages. Each group received a worksheet where they were asked to choose a name for their “castle”, ten critical roles for running a castle and an individual role for each member. This activity provided an introduction for a creative writing unit and it will be helpful for allowing the following lesson to run smoothly. <u>Preparation</u> • During the previous class, students were told that they would be making an imaginary banquet for the ten members of their castle. • Students were told that they were going to make an appetizer, entrée and dessert for each person. In order to ensure that the students knew what an appetizer and entrée was, I showed them a PowerPoint slideshow with explanations and pictures. • Every group was then given a “Publisac” containing grocery advertisements and an envelope. They were asked to cut out the ingredients that they needed for their banquet with prices of these ingredients. The students were then asked place all of their cut-outs into the envelopes that they received. <u>Introduction to lesson</u> • I will begin the class by telling the students that they will continue cutting out ingredients for their imaginary banquets. I will also remind the students that they will need to prepare appetizer, entrée, and dessert courses for the ten characters in their castles. Using a PowerPoint slideshow, students will once again be reminded of what an entrée and appetizer is. • As an educational twist, I will tell the students that every group will receive a one hundred dollar budget. Students will be told that in real life we do not have unlimited money when shopping for food. Shopping, I will let them know, is one of the many areas where the knowledge of addition and subtraction of decimals comes into play. • As a class, we will review an example of addition and subtraction of decimals when it comes to budgeting for a meal. • I will then tell the students exactly what they are expected to do in their groups, as well as how I expect them to behave. I will also answer any questions that the students may have. ○ Students will be evaluated on their participation and I will show them a rubric of what I am looking for when it comes to participation. The rubric will be presented on the Smartboard for the students to refer to.

Development

- In their groups, students will continue cutting out all of the food advertisements that they want for their banquet.
- On a given worksheet, they will add up all of the prices for their ingredients.
- If it is more than 100\$ students will have to subtract from their list or exchange ingredients for others that are cheaper.
- All work needs to be shown and students will not be allowed to use their calculators, as nobody generally walks around a supermarket with a calculator.
- While the students work, I will be there to answer any questions that they may have.

Conclusion

- Once a group has all of their ingredients and is within their \$100 budget, I will be there to look over their work.
- The group will then have the opportunity to make a menu paper templates that I will provide.
 - I will have three templates: one for the appetizer, entrée and dessert.
 - Students will decide who will be responsible for writing and who will be responsible for decorating.
 - They will also have the opportunity to save pictures from the computer, which they will later print out.

Extended Activities

- In a following lesson, students will have the opportunity to share their menus with the class and the menus will be displayed for all of their peers to see.

Additional Backup Activity

- Additional backup activities will not be necessary for this lesson requires a great deal of work. However, if by chance some students finish their work earlier than expected, I will have extra math worksheets for them to complete.

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