UNE Standards-Based Lesson Plan Template – Aligned to the 5Es

Content: Lesson 29 - Interpret, evaluate, and compare numerical expressions involving decimals.
Grade Level: 5th Grade
Lesson Title: Decimal Detectives
Duration: 1 60-Minute Period

	Standard	**5-M4-TE** In module 4, students relate their understanding of whole numbers and fractions to decimals. Decimal concepts include: describing place value relationships, rounding, comparing, adding, subtracting, multiplying, dividing, and converting measurements.
Before Lesson ***Where am I going?***	**Student Learning Objective (SLO)/Target:** ○ **Skills/knowledge** ○ **Conditions - How they show you** ○ **Criteria - how you measure their learning**	Students will be able to perform operations (addition, subtraction, multiplication, and division) with decimals. Students will show me that they understand the math material by completing the decimal detective game.
	Meaningful Formative Assessment of Student Learning in meeting the daily learning objective: ● **During the lesson (informal) and at the end of the lesson (more formal)**	Students will engage in a series of math problems at six different stations. In their groups, they will collaborate to check their problem-solving approaches and identify the word that corresponds to the correct solution. Afterward, they will rotate to the next station and attempt to solve the next problem. Finally, students will work together to determine the missing sentence, using the clues they've gathered from each station to complete the puzzle and reinforce their understanding of the math concepts.
	Materials:	- Math workbooks - Pencil - Word/Math Bank

<u>During Lesson</u> ***How will I get there?***	**Opening Procedures:** ***<u>ENGAGE</u>*** • **Hook** • **Activation of prior knowledge** • **Warm-up**	**10 Minutes:** I will have students start with a problem they've done before when they first come into class.
	Instructional Strategies: **Allotted Time for each activity:** ***<u>EXPLORE</u>*** ***<u>EXPLAIN</u>*** ***<u>ELABORATE</u>*** **It is important to use the gradual release of responsibility in your lesson plan. You provide direct instruction and modeling in the I DO stage (you're riding the bike). You support during the WE DO stage (keep the training wheels on) until they are ready to go and work independently in the YOU DO stage (no training wheels).**	**I Do (Direct teaching)** **Allotted Time: 5 Minutes** I will introduce how the students are going to be "Decimal Detectives", and they'll need to solve math problems at six different stations and then check their work to receive a missing word. **We Do (Teaching but pulling the students into the conversation)** **Allotted Time: 5 Minutes** I will have students split up into 6 different groups, and ask each group to share what the title of the math prompt is on the card. **You Do (Students work on their own)** **Allotted Time: 30 Minutes** Students will then get 5 minutes to solve the problem(s) on the card and also check their work. They will also all raise their hands when they're done and I will give them the word that they are missing to the whole sentence. **Math Sentence:** **Decimals are just fractions in disguise**

	UDL: Plan for obvious barriers that will come up, anticipate. **Differentiation and other instructional/ management considerations:** ● **<u>Content</u> - what they read, write** ● **<u>Process</u> - how they learn** ● **<u>Product</u> - how they show you what they have learned**	**Anticipate Barriers:** - Physical disability - Dyslexia or dysgraphia - Learning disability **Differentiating for Particular Student Needs:** - **Physical Disability:** Provide digital or voice-controlled tools (such as calculators, screen readers, or speech-to-text software) to assist with reading, writing, and solving problems. Allow flexible response methods, such as verbal answers or using adaptive technology, instead of written work. - **Dyslexia or Dysgraphia:** Use color-coded worksheets or visual aids for organizing decimal problems. Allow students to use assistive technologies such as text-to-speech or speech-to-text tools to help with reading and writing. Break down instructions into smaller, manageable steps and give extra time for completing tasks. - **Learning Disability:** Offer hands-on activities or manipulatives (such as base-ten blocks or interactive apps) to help students physically visualize decimal concepts. Simplify problems into smaller parts and provide extra practice with step-by-step guidance. Use visual aids, such as charts or diagrams, to clarify the relationships between decimals and fractions.
<u>After Lesson</u> ***How will I know if my students have arrived?***	**Evaluation of Student Learning Objective:** ***(If you did not teach the lesson then you must anticipate these answers)*** ***<u>EVALUATE</u>***	**Analyze the collected data, making data-based instructional decisions** I will know that my students have met the learning objective if they've shown me through their math work that they can accurately solve problems involving decimal place value, rounding, and operations. Additionally, I will assess their understanding if they have correctly solved the missing words to complete the sentence, demonstrating their ability to apply decimal concepts in context

	Reflection: ***(If you did not teach the lesson then you must anticipate these answers)***	I will know that I effectively taught my lesson based on how my students have presented the information. If I see that a large portion of them do not understand how the process works, I will go back and redo the lesson another way to hopefully help guide my students better.