College of Education
LESSON PLAN FORMAT

Name:	Nicole Beckett
Grade Level:	Third Grade
School:	Madison Elementary
Date:	November 29, 2011
Time:	12:00-12:45

Reflection:

- I know that these students are very talkative and need specific directions and several reminders to do certain activities quietly. I know which students are able to work together and those that should be separated and am prepared to handle that. There is one student with autism that often leaves the room, but when he stays he needs a lot of assistance and specialized instruction. For classroom management, Mrs. Dietterle uses different colored faces. The levels are green, orange, yellow and red. If a student stays on green all day, they will receive a positive dollar to spend on various items. If a student misbehaves, I am prepared to have them turn a card.

Background, Context, and Purpose:

- Contextual factors/learner characteristics:
  - 23 students, one with autism
  - Short bursts of energy
  - Very talkative and asks questions
  - Better able to understand concepts
  - Are becoming much less egocentric and are able to understand the perspectives of others
  - Better understanding the concept of "audience" when writing
  - Less interested in fantasy; more involved in the real world
  - May have problems with increased homework demands
  - Age of negatives: "I can't," "boring"
  - Maybe less imaginative than at earlier grades

Goals

- 3.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to compare numbers.

Objectives

- During the lesson, students will be able to determine the correct symbol (<, >, =) for each number sentence with 100% accuracy.
- After the lesson, students will be able to complete the equality and inequalities worksheet with at least 90% accuracy.
- Compare numbers and expressions using relational symbols, and supply numbers that make given inequalities true.

Materials and Resources Needed:

- Scott Foresman Mathematics Teacher Manual

- Approximately 230 paperclips
- 23 notecards with >, < , and = on them
- 23 Equality and Inequality worksheets (page 42)
- 12 Equalities Partner Table
- Power point with vocabulary and practice problems

1. **The Lesson (10min)**
   Introduction

Getting attention	Who can tell me what equality means? What about inequality? (Choose students and listen to their definitions. Explain that equality is something that is equal and inequality is not equal.)
Relating to past experience and/or knowledge	Before we start talking about equality and inequality, who can tell me what this sign means >? (greater than) Right greater than. Remember the mouth eats the bigger number. So, which sign is this < ? (less than)Good and you should all know what this sign is =. (equals) You will need to remember what these simples mean for today's lesson.
Creating a need to know	Today we are going to talk about equality and inequality.
Sharing objective, in general terms	We are going to compare number expressions using greater than, less than or equal signs.

2. **Content (core of the lesson) (25min)**
   - (Pull up the Power Point) We are going to go over the vocabulary words for this lesson. Our words are expression, number sentence, equation and inequality. Does anyone know what an expression is? (Wait for students to respond and then move on to the next slide. Go through the rest of the words asking the definitions and to use it in a sentence.)
   - I am going to start out by giving each of you 10 paperclips. You are going to be put into partners and I will give you and your partner each a number expression. You will each need to look at your expression and model it using your paper clips. For instance, if my number expression is 6+3, I will first make a pile of six paper clips and then add three paper clips. My partner's expression is 12-5, so they will make a pile of twelve paper clips and then take away five. Look at both yours' and your partner's paperclips and determine what sign needs to be used. You have a >, < or = to. Record your answers on the worksheet. (Wait for all groups to finish and then go through the answers together)

3. **Closure (10min)**
   - We are now going to do a worksheet to review equalities and inequalities. Once you receive the worksheet, put your name on it and we will go through the directions and do a couple examples together. For problems 1-6, you will determine whether a >, <, or = belong in the circle. Can someone raise their hand and tell me HOW to solve number one? I do not want the answer, just how to solve it. For numbers 7 &8 you will need to find 3 different whole numbers that will make the number sentence true. You will have three answers for 7 and three for 8. Numbers 9 & 10 you will use the table about how long animals can hold their breath under water. For number 11, choose the number that makes the number sentence true and for number 12 you will need to write a number sentence that shows two expressions that are equal.

A. **Show the type/s of Assessment/s used in this lesson.**
   - Informal equality worksheet

- Equality & Inequality worksheet page 42

B. Back Pocket Idea
   - If the students finish with extra time they can practice writing different number sentences. The examples will be on the power point.