

Teacher Pre-Observation Form SY15-16

The Pre-Observation Conference Form provides information about the teacher's lesson to the principal before the classroom observation takes place. It also guides the pre-observation conversation between the principal and teacher so the principal can understand the lesson that will be observed during the observation time period, which will not be an entire class period. The teacher focuses on providing information related to that part of the lesson the principal will be observing during the specific observation time. It does NOT replace the overall lesson plan. This form is **completed** by the **teacher AFTER** the pre-observation conference is scheduled, **BUT BEFORE** the conference takes place. Once completed, it is submitted in TalentEd to the principal so he/she can review it before the pre-observation conference meeting. The teacher can also upload into TalentEd any materials (e.g., lesson plan, hand-outs, assessments, etc.) related to the lesson that he/she would like to share with the principal before the classroom observation.

Grade Level/Subject(s): *5th Grade

Name of Observer: *Dr. Towns

Lesson Topic/Content: *Introduction to decimals

Questions for discussion:

1. How does this lesson relate to the Common Core State Standards for College and Career Readiness, including the ELA Standards for Science, Social Studies, and Technical Subjects; Standards for Technology Literacy; Next Generation Science Standards, and other national standards as appropriate, and the Virgin Islands Curriculum Frameworks (Guides4Learning at <http://guides4learning.com/>)? (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction*)

This lesson focuses on Guides4Learning Scope and Sequence for Mathematics Grade 5 Unit:
Unit 2 Estimation and Calculation

- Write and interpret numerical expressions.
- Understand the place value system.
- Represent and interpret data.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

The following standards and practices are addressed in this lesson:

COMMON CORE STATE STANDARDS FOR MATHEMATICAL CONTENT

- **5.NBT.3** Read, write, and compare decimals to thousandths.
- **5.NBT.3a** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$

- **5.NBT.3b** Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Next generation Science Standards 4-ESS3-1 Earth and Human Activity

COMMON CORE STATE STANDARDS FOR MATHEMATICAL PRACTICE

- **MP.1.** Make sense of problems and persevere in solving them.
 - Students apply their understanding of operations with whole numbers and fractions to decimal concepts.
- **MP. 2** Reason abstractly and quantitatively.
 - Students consider decimal place value and how a number in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- **MP. 3** Construct viable arguments and critique the reasoning of others.
 - Students tell and show how to represent decimals when the “whole” changes.
- **MP. 6** Attend to precision.
 - Students communicate precisely with others when they discuss and decide how they can represent 1 whole, 1 tenth, 1 hundredth, and 1 thousandth in the same model.
- **MP. 8** Look for and express regularity in repeated reasoning.
 - Students consider whole number place value and how it relates to decimal place value.

2. How did analysis of classroom student data shape the content of this lesson? (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Objectives*)

The students in my class have varying skills in math. In addition, they have a variety of learning styles based on a learning style inventory that my students completed in the beginning of the school year. The content of the lesson was based on the CCSS for Mathematical Content and the learning progression for math development. In addition the lesson provides multiple strategies and models for using physical, verbal, analytical, numerical and graphical representations to introduce, explore, and reinforce mathematical concepts and to enhance conceptual understanding.

3. What are the learning outcomes for this lesson? What will the students learn and be able to demonstrate? (*Danielson Framework Component 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction*)

Students will

- Compare fractions to decimals
- Explore and build decimal models.

4. How will student learning be monitored during the lesson? How will the learning outcomes be measured? (*Danielson Framework Component 1f: Designing Student Assessment*)

During each activity students share their reasoning and demonstrate the concepts through modeling. I will note student misconceptions and provide cues, model and scaffolding to address misconceptions.

The following types of formative assessments are embedded in this lesson:

- Activity 2 – Are students able to use the Base Ten Blocks to model the different decimals?
- Activity 3 – Are students able to explain their thinking? Are they clear in the difference between tenths, hundredths, thousandths? Are all students contributing to the building of the decimal models and understanding what the models represent?

In addition, a Venn diagram and an Exit slip will be used as summative assessments.

5. How will students be engaged in the learning? Consider strategies for student participation, use of resources, and lesson design, e.g. individual, small and/or large group instruction. (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction*)

- What instructional practices will be used?
 - a. Activating prior knowledge and sharing of real life examples of fractions and decimals
 - b. Use of base ten blocks with modeling and key questioning
 - c. Cooperative learning with students working in pairs or trios
 - d. Practice with concrete representations and models
- What resources will be used?
 - a. Base Ten Blocks (at least 1 cube, 10 flats, 10 rods, 10 units per set) – 1 set per small group
 - b. Chart paper
 - c. 100's grids – 2-3 sheets per small group
 - d. Scissors – 1 or 2 pairs per group
 - e. Scotch tape – 1 per group is best
 - f. Crayons, colored pencils or markers – 1 per group
 - g. Venn diagram – 1 per student
- What will the students do?
 - a. Activity 1: Students will think about when they have seen or heard fractions or decimals in the world around them; at home, in stores, at a sports games, etc. and provide examples of a fraction or decimal and how it was used
 - b. Activity 2: Students will be given three key questions and the base ten blocks. Students will work with a partner to model the question with their cubes, discuss their answers and sharing with the class explaining their reasoning. The whole is then changed and they will change their model and explain how their reasoning for the changed representation.
 - c. Activity 3: Students work in pairs or trios and build decimal models to show thousandths using hundred grids.

- Will the students work individually, in small groups, or as a large group?
Students will have opportunity to work in a large group and small groups as pairs or trios.

6. Briefly describe the students participating in this lesson. Describe any unique or special needs. How will instruction be differentiated to meet all student needs? (*Danielson Framework Component 1b: Demonstrating Knowledge of Students, Component 1e: Designing Coherent Instruction*)

There are two students who are considered gifted and talented. These students have mastered skills through the thousandths place and need to be challenged to demonstrate skills beyond the thousandths place.

These students will be engaged in activities to

- Create a model to represent ten thousandths and
- Demonstrate knowledge of place value beyond the ten thousandths' place.

There are three ELL students participating in this lesson. They need concrete examples of everyday use of fractions and decimals and vocabulary scaffolding and reinforcement

Scaffolding will be included to provide

- Concrete examples of the use of fractions and decimals in everyday life and place;
- Grids and place value charts to keep track of decimal vocabulary such as tenths, hundredths and thousandths; and
- Opportunity to work with student partners in small groups

There are two with disabilities on IEPs and they have not mastered skills in place value, need vocabulary support and scaffolding for writing math explanations and reasoning. They will be provided

- Grids and place value charts to keep track of decimal vocabulary such as tenths, hundredths and thousandths and
- Opportunity to discuss ideas before writing using a graphic organizer.

Attachment #1

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Attachment #2

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Attachment #3

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