

Lesson Plan Template

Date: _____

Grade: 4th		Subject: Math-Greek Mythology	
Materials: Pencils, computers, worksheets, glue, scissors		Technology Needed: Computers	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.NBT.3 Use place value and/or understanding of numbers to round multi-digit whole numbers to any place.		Differentiation <p>Below Proficiency: If students are below proficient they will be able to use a calculator to figure out the math problems.</p> <p>Above Proficiency: Students who are about proficient will write some of their own questions that could make the worksheet chart keep going.</p> <p>Approaching/Emerging Proficiency: Students will complete the lesson as planned.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will see examples written on the board. • Auditory: Students will listen as we walk through step by step how to round numbers. • Kinesthetic/Tactile: Students will be creating a chart of the math problems by cutting and pasting them on to their handout. They will be able to move freely around to come up with the answers. 	
Objective(s) By the end of the lesson, the students will be able to solve different mathematical word problems by answering the questions using addition and multiplication. The students will round their answer to the nearest whole number.			
Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will complete worksheet on their own. • One student will go around and collect everyone's exit slips and turn them into the teacher. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students talking should be at a 0 when lecturing and while completing the assignment • Hands should be raised if there is a question 	
Minutes	Procedures		
15 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Answer recording sheet printed and ready for students • Have the slips of paper cut out for students • Make sure there is enough glue for all students 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Today we are going to be talking about rounding numbers • We round numbers all the time. • An example would be, "We have about 20 people in our class. We might actually have 19 or 21 kids" • Rounding is just figuring out which 10 is closer to a number. 		
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Write the number 243 on the board. Before we start rounding I want to make sure you know place values. What place value is the 2 in? (100's) 4? (tens) 3? (ones). • When we round we need to look at the number that is in our one's place value spot. • If a number is 4 or below we round down and if it is 5 and above we round up. • If we look at our number (243) again what would we round this number to? (240) • Let's do a couple more examples together. I am going to write them on the board and will call on some of you to write what number it would be if we round it. • Write the following numbers on the board one at a time: 176, 325, 72 (why did you say that we round it that way) (place value) • What if the number is 270? Do we round that or leave it? (leave it) it is already at the nearest ten. 		
10 minutes	Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Students will each receive an Add 'Em Up! Mythology Math Activity pack 		

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	<ul style="list-style-type: none"> The students will start at the strip that says BEGIN. (glue it in the bottom space) The students will answer the question that is on that strip. You may use your computers to look up the Greek mythology questions if you do not know the answer. When you know what the answer to the question is look for the strip that has the answer on it and glue it above the begin strip and write what you would round that number to and then answer the question that is on that strip. Make sure when you answer the question you are finding the actual number not the rounded number or your answers will not work out. Continue until you have completed the whole worksheet. Do a couple examples together. <p>Note: Show your work on the extra sheet that is passed out with your worksheet Not all numbers will be rounded.</p>	
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Students will complete an exit slip (exit slip is on next page) The exit slip will consist of questions similar to the ones that the students answered on the worksheet. 	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Students will turn in an exit slip at the end of the lesson.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>At the end of the unit a quick quiz will be given to see if the students understand the concept.</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought the lesson went well. The students were really engaged in the assignment. There are only a couple things I would do differently on this lesson. When the students completed the worksheet they were all looking up the different mythological characters again to read information about them and were looking up pictures to see what the characters looked like. Looking up the characters once they completed the assignment was not required for them to do but they chose to do it on their own. I would possibly add that in next time for when they finish early. I think be adding in to have the students look up different Greek Mythology characters would be a great way to expand the lesson and could help flow into a social studies lesson. I am glad they were so engaged in the assignment that they wanted to look up more about them though. I thought the rounding was a little too easy for the students so next time I might have them round each one to a different number (ex. One they would round to the nearest 100, another to the nearest 10). I think by having them do that they will have to pay closer attention to the problems and would be a little more challenging than just rounding to the nearest 10. Next time, I would make sure to remind the students that they need to be rounding their numbers and writing in the space that says rounded. Some of the students missed the rounding part or missed a couple of the rounding questions. I thought about making the math questions a little harder for the students next time. I could have added more multiplication problems in there because those are more challenging for the students. I want to make the activity challenging but not to challenging that the students will get frustrated and give up. I thought about teaching the students about fractions and creating a worksheet based on fractions but thought maybe it would be too difficult. I would possibly have the students do a fraction worksheet next time because I think they would be able to handle doing it. I would definitely continue to do a couple examples together with them if I taught it again. By doing the first couple together it helped with the students understanding what is expected of them. I think this assignment would have been very confusing for students if I did not do an example or two on the board with the students. The lower level learners struggled a little bit with how to complete the assignment but when I talked to them independently they seemed to get a better understanding of what they were supposed to do. It may have helped if I would have glued a few of the strips down so they had something to go off and would be able to tell if their answers were right. I did not write it in the plan but I let the students work together after about 10 minutes of working on the assignment by themselves. I tried to encourage them to work independently but if they needed to ask a neighbor it was fine. I would do this again next time as well because it is nice to let them think about the questions together and find the answer. Some of the people they had to look up were harder to find what they were looking for so by having them complete it together gives them a better chance at finding the answer because two people were looking. The students completed an exit slip for this assignment to see if the students understood the concept. The students did well on the exit slips and seemed to understand how to round numbers and figure answers through word problems. I was a little nervous that the students would struggle with the word problems but they all seemed to do well and if they didn't know then they asked me questions or asked other classmates and they helped those students. Next time I would try to find a way to wrap of the lesson in a better way. I thought the exit slips were a nice way to wrap up the lesson but I think I could have done something that would have been better.</p>	

Mythology Add 'EM Up!

Name: _____

BEGIN	ADD THE NUMBER OF HEADS THE HYDRA HAS TO 87
96 ROUNDED: _____	ADD THE NUMBER OF EYES THE CYCLOPS HAVE TO THE NUMBER OF GRAEAE SISTERS THERE ARE
4 ROUNDED: _____	MULTIPLY THE NUMBER OF TITAN CHILDREN THAT GAEA AND URANUS HAVE BY 2. ADD 4 TO THAT NUMBER.
28 ROUNDED: _____	SUBTRACT THE NUMBER OF FEET THE SPHINX HAS FROM 101. ADD THE NUMBER OF EYES THE SPHINX HAS TO THAT NUMBER.
99 ROUNDED: _____	MULTIPLY THE NUMBER OF MONTHS PERSEPHONE SPENDS IN THE UNDERWORLD BY THE NUMBER HEADS CERBERUS HAS.
18 ROUNDED: _____	SUBTRACT THE NUMBER OF POINTS ON POSEIDON'S TRIDENT FROM 57. ADD 7 TO THAT NUMBER
61 ROUNDED: _____	ADD THE NUMBER OF EYES POLYPHEMUS HAS TO THE PRODUCT OF 3 AND 5 (HINT: YOU NEED TO MULTIPLY 3 AND 5 FIRST)
16 ROUNDED: _____	ADD THE NUMBER OF EYES ARGUS HAS TO 347 AND THEN SUBTRACT 50.
397 ROUNDED: _____	ADD THE NUMBER OF YEARS THE ODYSSEUS WAS ON HIS JOURNEY TO 276.
286 ROUNDED: _____	YOU KNOW YOUR "MYTH"-E-MATICS!

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Hydra has 9 heads

Cyclops has one eye and there are 3 graeae sisters

The sphinx has 4 legs and 2 eyes

Persephone spends 6 months in the under world and Cerberus has 3 heads

Poseidon's trident has 3 points

Polyphemus has 1 eye

Argus has 100 eyes

Odysseus was on his journey for 10 years

<p>Exit Slip Name: _____</p> <p>1. Add $\frac{1}{2}$ of the number eyes Argus had to the number of heads Cerberus had. Answer: _____ Rounded: _____</p> <p>2. Multiply the number of points Poseidon's trident had by the number of children Gaea and Uranus had. Answer: _____ Rounded: _____</p>	<p>Exit Slip Name: _____</p> <p>1. Add $\frac{1}{2}$ of the number eyes Argus had to the number of heads Cerberus had. Answer: _____ Rounded: _____</p> <p>2. Multiply the number of points Poseidon's trident had by the number of children Gaea and Uranus had. Answer: _____ Rounded: _____</p>
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Criteria	Proficiency Level
All of the questions answered correctly	3
2 out of 3 questions are answered correctly	2
1 out of 3 questions are answered correctly	1