

Grade:4		Subject: Math	
Materials:Ipad		Technology Needed: Smartboard	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) 	
Standard(s) <ul style="list-style-type: none"> • 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ 		Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students will be able to compare whole numbers using the $<$, $>$, or $=$ symbol. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Students will be able to compare decimals and fractions using the $<$, $>$, or $=$ symbols. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • Students will be able to compare decimals using the $<$, $>$, or $=$ symbol. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: students will be able to read the question • Auditory: students will be able to listen to the question read aloud • Kinesthetic: • Tactile : 	
Objective(s) <ul style="list-style-type: none"> • By the end of this lesson students will be able to compare decimals. <p>Bloom's Taxonomy Cognitive Level: evaluation</p>			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be at their desk during the explanation of the rules and expectations . • Students will be asked to grab a white board and we will do some comparing and contrasting of fractions together as a class • When your gear is dismissed you will be expected to walk quietly. • You will be allowed to work at your desk on your daily math worksheet. • We will be doing a kahoot as a review for your trimester 2 test. This will occur the last 25 minutes of math. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When we go get our ipad we will stand up from our desk or table and push in our chairs and walk. • We will carry the ipad with two hands • We will unlock our ipads • We will open the internet to Kahoot.it • We will wait quietly until the code is written on the board • Once the code is on the board I will have you type it in. When it asks for your names we MUST use our real names if we are putting in fake names we will be done with the Kahoot. • Now I know Kahoot is exciting but if we get to loud we will also be done playing. • Once the question is done and you have answered it is important that you are paying attention because I will be clicking to the next question and I will begin reading it, if you miss this you may not know what the question was. 	
Minutes	Procedures		
2 minutes	Set-up/Prep:		

5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • We will be reviewing for our trimester 2 test. • Our review activity will be a kahoot. • Before we start the kahoot I want you to do your daily math worksheet. 		
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • We will be doing a review worksheet on comparing decimals today. • I will first give you a few sample problems. i will have you blow the answer into your hand and will count down 321 and then I will have you say the answer out loud. (show them what I mean) • We will be using Kahoot as a review activity for our trimester two test. • When we are finished with the directions I will unlock your ipad and let you log into kahoot 		
20 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 be given 5 minutes to work on their daily math worksheet. • Students will be asked to take out their ipad. • Ipads will be unlocked • Students will log into kahoot • Students will put in class code • Students will be asked to enter their first name. • Upon completion of the kahoot students will be asked to close their ipad and prepare for the next activity. 		
2 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Give me a fist to five on how helpful that kahoot was? • Do you feel prepared for your trimester two test? 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Kahoot! • Fist to five </td> <td style="width: 50%; padding: 5px;"> Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"> • Trimester two exam </td> </tr> </table>		Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Kahoot! • Fist to five 	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"> • Trimester two exam
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>First I would like to say that this lesson went well. I was nervous about how the kahoot portion of the lesson would go but I gave very specific behavior expectations and the students knew that if they were unable to follow them that it would be the completion of the review activity. They students responded well to the given behavior expectations and I only had to ask two students to please close their Ipads and return to their desks. The students first did a lesson on comparing decimals. This was something that they had just started touching on Monday but it would be on their Trimester 2 Exam which is why I wanted to assure that they were getting as much out of that lesson as possible. We started the lesson by grabbing our whiteboards and working through some task cards that Mrs. Casavant had made up. The students were asked to show their answer. If their answer was not right I simply asked them how they reached their answer. Often they found the mistake that they made and fixed it themselves. The students did well on their daily math worksheet.</p> <p>Upon Completion of the lesson I felt like it went awful but when talking to Mrs. Casavant she assured me that what I did by setting guidelines and following through with them was appropriate for the students. She also said that it was the most well behaved she had seen them in any review activity that they had done. I look forward to doing more activities that are hands on with the students and helping them grow in their math experience.</p>			

Comparing Decimals

Name _____

Date _____

Comparing Decimals
To Hundredths

Use $<$, $>$, or $=$.

A $0.4 \square 0.14$

E $0.1 \square 0.11$

B $0.9 \square 0.5$

F $0.2 \square 0.20$

C $1.26 \square 1.62$

G $8.2 \square 8.24$

D $14.5 \square 1.45$

H $7.3 \square 7.03$

For each pair of numbers, circle the number with the greatest value.

I 13.4 and 13.42

K 1.01 and 1.11

J 74.03 and 74.3

L 5.35 and 5.9

M Sarah went shopping to buy tomatoes for her hamburgers and salad. She bought 3.7 pounds of red tomatoes and 3.25 pounds of yellow tomatoes. Which type of tomatoes had the greater weight?


