

Franklin College Education Department

Lesson Plan

Student Name Deneice Brown Lesson Plan No. 1

Cooperating Teacher Name Sara Ryan Subject Area Math Grade Level 3

Signature for Approval (Cooperating Teacher)

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TOPIC (Key point: concept: skill):

Reading and writing Roman numerals to 31

OBJECTIVE : In order for the students to read and write Roman numerals up to 31 the students will be able to, as a class with teacher guidance, identify and write on an in class worksheet the Roman numerals that match the Arabic numbers on a clock face, as well as write them on a calendar in place of Arabic numbers within a 20 minute period.

MATERIALS: 18 Saxon worksheets pgs. 75a and 75B, each student has a pencil, teacher uses a Saxon guide.

I. Procedures (teacher and student tasks):

A. Beginning of lesson

1. Classroom management step (to have students ready to learn, in listening position, where they need to be):The students will clear their desks (except for a pencil) sit up sit up and show they are ready to begin lesson .
2. Statements to initiate or set the stage for the lesson; motivation; review: “Boys and girls, how many of you have ever seen numbers or digits that are written like they are on these pictures? What are they called? (students volunteer) That’s right, they are called Roman numerals. How many of you can read these numerals and tell us what they mean in our own Arabic numbers? (volunteers) Good job! Lets discuss the rest of these numerals and how they are put together.”

B. Instruction Steps:

* = Modifications (strategies to meet individual, special needs: either at a particular step

or in general for the lesson)

1. Teacher will tell the students that they will learn how to read and write Roman numerals up to 31.
2. The teacher will show the students a copy of the worksheet with the clock face, and ask the students if they have seen a clock face like this at home or anywhere else.
3. The teacher will also ask the students if they have seen these types of numerals in or on anything else. She will also explain that the Romans used these numerals way back in ancient times, around the years Christ was here on earth.
4. The teacher will write the numbers 1, 5, and 10 up on the board and ask volunteers to tell what they think the Roman numerals are for each one. The teacher will write the correct answers.
5. The teacher will then ask how we would write the Roman numerals 2 and 3 and write those correct answers on the board.
6. The teacher will also ask the students how they think we would write the number four and then explain that the $IV = 4$ means the same as $5 - 1 = 4$. She will explain that when ever the I's , which are ones, are to the left of the V, you subtract that many ones from the V or five. If need be the teacher will do a few examples of this to let the students understand a little better.
7. The teacher will write the six, seven, and eight on the board and then ask the students to tell how we would write those in Roman numerals. If need be the teacher will ask, “ If we use the V and put an I to the left of it to make 4, then what would we do to the V if we want to make a six, a seven, an eight? Where would the I's go now?”
8. The teacher will then confirm to the students that when the I's are after or to the right of the V, then we add them to five, as in $VI = 6$, $VIII = 8$.
9. The teacher will use the same procedures to explain the Roman numerals 10, 11,12, and 13, explaining that an X is ten.
10. The teacher will then explain how to write the numerals 15,16, 17, and 18 by writing on the board an XV, explaining that the five is after the 10, and therefore will be added to the ten, and that any I's that come after the XV will be added to the 15,making a 16, or a 17, or an eighteen. This explanation will be written at an easy pace for the students to follow on the board, and will pick up or slow down as seems necessary.
11. The students will then be asked how they think the number 20 would be written in Roman numerals. After volunteers give their answers the teacher will then confirm that by writing $XX = 20$ on the board.

12. “Now class, how would we write the numbers 21,22,23,24 and 25?” The teacher will write out the examples as the write answers are given, reminding them of the adding or subtracting rules.

13. Finally, the teacher will ask the students how they think we would write 27,28,29, 30, and 31. She will write the answers as the students give them, explaining as we go that the smaller Roman numerals written to the right of the largest one will be added to the largest one.

C. Closure Statement (brief lesson review, summary; what will follow; doesn't have to be the last step if something is going to be made or an activity will follow): Have the students repeat back what a 1, 5, 10, 15, 20, 25, and 30 are in Roman numerals and to explain once more what you do with small Roman numerals that are before the largest numeral (subtract) and what you do with the smaller numerals that come after the largest numeral (add). She will then ask the students if anyone has any questions, or if they understand how the Roman numerals work.

14. The teacher will pass out the in class worksheet to each of the students and have them fill in the correct Roman numerals in each blank as a class with teacher guidance.

II. ASSESSMENT (objective met by students: observation, written work, presentations, quiz, etc.): I will assess students' meeting and understanding the objective by observing students verbal and written responses and questions they ask.

III. EXTENSION AND REMEDIATION (what will be done beyond lesson; strategies for those who need further instruction, assistance): For an extension, if needed, the teacher will have flash cards ready to use to play around the world. For those students who need remediation, the teacher will write on the board simple math sentences such as $5+1=6$, $X+III=13$, etc, and have the students “help” me write the Roman numerals that match each number sentence.

IV. HOMEWORK ASSIGNMENT(S): There will be no homework assigned.

