

Lesson Plan Template

Date: _____

Grade: 3rd grade Materials: Math manipulatives, division anchor chart, math workbook, students' white board, eraser, and marker	Subject: Mathematics Technology Needed:
Instructional Strategies: <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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <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) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 3.OA.3 Using drawings and equations with a symbol for an unknown number, solve multiplication and division word problems within 100 in situations involving equal groups, arrays, and measurement quantities.	Differentiation <p>Below Proficiency: These students will be encouraged to use their math resources to help them solve the workbook problems in the book. These resources include: connecting cubes, skip counting booklet, and multiplication cards. These students can also use their white boards to help them solve for some of the problems. These students may need additional support with understanding how to use some of these resources to help them solve these problems. Continue to reinforce to them what information they have been given and what information they do not have. This will provide them with a large hint in regards to what to solve for.</p> <p>Approaching/Emerging Proficiency: This lesson is primarily geared toward these learners.</p> <p>Above Proficiency: Students who are working above proficiency, will most likely get their workbook pages done before the rest of the students. These students will be encouraged to think about how they might write a division story problem. Ask students to think about some of the division story problems they have already solved for. Ask students to think about what information they are always given in division story problems. Ask students what information they have, to help them solve the problem. Encourage students to glance at some of these division word problems, then have them write one division word problem and solve for it. (They can write this division word problem on a blank sheet of paper. They can solve for this division word problem on the back of the sheet).</p> <p>Modalities/Learning Preferences: Visual learners: Division Anchor chart Kinesthetic learners: there will be multiple opportunities for the students to move (natural movement breaks) Tactile learners: Each learner will have the opportunity to use the different manipulatives the teacher provides for them to help solve for some different division word problems.</p>
Objective(s) By the end of the lesson, students will be able to show how to solve division word problems by writing a division equation for each division word problem and solving it by either drawing a picture, using connecting cubes, or another strategy discussed in this lesson. Bloom's Taxonomy Cognitive Level: Show	
Classroom Management- (grouping(s), movement/transitions, etc.) At the beginning of the lesson, students should head back to their seats quickly and quietly. They need to visit their cubby before heading to their seat and grab their workbook. They will quickly and quietly start working on page 53 in their workbook. After 5 minutes, students are expected to stop work and eyes and ears need to be on the teacher as teacher explains the next step. Evens will need to come sit at the front carpet with the teacher. Evens can leave their workbook and pencil at their desk. They will need to take their white board and marker to the carpet. Have evens return to their seats with their white board, marker, and eraser. Evens can continue working on workbook pages 54 and 55. (Repeat this procedure for odds).	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to have active listening when teacher is talking. (All pencils should be down, and eyes need to be on the teacher when teacher is teaching). During partner share, both partners are expected to participate and share what they think. Students are expected to raise their hand instead of blurting.

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<p>Have students clear their workbook off their desk (return to their cubby). Students head down at their desk tells the teacher they are ready for the next activity.</p>	
Minutes	Procedures
30 minutes	<p>Set-up/Prep: Have the division anchor chart available for students to refer to when completing the workbook page 53; Prep the chart paper used for part of the explain portion of the lesson</p>
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students return to their desks. Students should be working on workbook page 53. Remind the students as they complete problems for workbook page 53, they should be making/completing the chart: Number of Groups, Number in Each Group, Total Number In All Groups. Remind students to think about what is missing number on the chart. Tell students this will give you a big hint as far as whether you should multiply or divide. Remind students if they know how many are altogether, they should know to divide.</p>
22 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> As students are finishing with at least one of the problems on this workbook page 53. Begin to ask students what type of equation they will write to represent this problem. Remind students if they are dividing could they still use the operation of multiplication to represent this problem. Ask students if there is another operation in math they could use. Prompt students to think about the operation of the division. Give students a couple of minutes to ponder this (2 minutes). Ask one student what the equation might look like for a division problem. Now, ask students to think about what each number in the equation represents. Tell students the symbol for division looks like a horizontal line with one dot above and below the line. Students need to begin to use this division notation to represent the division problems. Reinforce the idea that the number altogether is the first number in the equation as this is the number that is going to be divided equally among the groups (5 minutes). Split the class into odds and evens. Have the evens come sit at the carpet and have the odds complete workbook pages 53, 54, 55. Switch after 15 minutes have elapsed. At the carpet, introduce students to the Class Multiplication/Division Book. Display the following equations: 6 multiplied by 3 and 18 divided by 3 on the board. Split the group up and have one side discuss how to create a division story problem and the other group create a multiplication story problem. Tell students think about what comes in groups of three or what comes in groups of six. For additional support, label underneath each of these equations what the number represents. For example, under the division problem label that the first number represents the number altogether and that the next number either represents how many are in each group or how many groups there are. Have each side share their multiplication/division word problem (15 minutes). Write one of these multiplication problems on chart paper, and write one of the division story problems on the other half of the chart paper. Repeat this same procedure for the odds. (Students will be making these multiplication/division booklets in the next math lesson).
28 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> Give students the rest of the time to complete workbook page 53. Once students are done with workbook page 53, they can do workbook pages 54 and 55 (13 minutes). (Students can use the connecting cubes to help them solve the problems on these workbook pages). As students are completing these problems from the workbook the teacher ask the following reflective questions: What information have you been given in this story problem? Have you been given the total? How might you divide this total number? Why would you divide it in this way? What are some resources you could you use to help you solve this problem? (Skip Counting book, multiplication cards, connecting cubes).
5 minutes	<p>Review (wrap up and transition to next activity): Explain to students that we are continuing to learn about how to solve division problems. Today we learned about how to notate division problems. Have students clear their desks and get ready for the next activity. (Either lining up for a special or writing workshop).</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ol style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) At the end of the lesson during the explore, students are working on math workbook pages 53-55. The teacher will filter around the room to monitor the progress of each student. Throughout the explain and explore portions of the lesson, the teacher will check the progress of the students by asking students various reflective questions. These reflective questions are included in these sections of the lesson. 	
<p>Summative Assessment (linked back to objectives, END of learning) At the end of this division unit, students will be given a summative assessment. This summative assessment, was a base line assessment they took at the beginning of this unit.</p>	

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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