

# Lesson Plan Template

Date: \_\_\_\_\_

|  |  |
|--|--|
| <b>Grade:</b> 3rd  | <b>Subject:</b> Math   |
| <b>Materials:</b> cubes if needed  | <b>Technology Needed:</b> smart board or projector possibly  |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction<br><input type="checkbox"/> Guided practice<br><input type="checkbox"/> Socratic Seminar<br><input type="checkbox"/> Learning Centers<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Other (list)<br><input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> PBL<br><input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Modeling | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity<br><input type="checkbox"/> Independent activity<br><input type="checkbox"/> Pairing/collaboration<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:<br><input type="checkbox"/> Hands-on<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Imitation/Repeat/Mimic  |
| <b>Standard(s)</b><br>MAT-03.OA.03 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  | <b>Differentiation</b><br><p><b>Below Proficiency:</b> Students will use cubes or other math materials to break down the equations into equal groups. Work with a higher proficient student when doing the partner worksheet.</p> <p><b>Above Proficiency:</b> Student will work with below proficient student when doing the partner worksheet. Allow the students to give you another example of how they could solve division problems.</p> <p><b>Approaching/Emerging Proficiency:</b> Student will complete lesson as is.</p> <p><b>Modalities/Learning Preferences:</b><br/> <b>Visual:</b> writing out the problems on the board or using the cubes<br/> <b>Auditory:</b> discussion of how to solve division problems and working with partners on the worksheet<br/> <b>Kinesthetic/tactile:</b> using the cubes or their fingers to group and divide</p>   |
| <b>Objective(s)</b><br>By the end of the lesson, students will use division within 100 to solve a word problem in situations involving equal groups by using drawings and equations with a symbol for the unknown number to represent the problem.   | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be respectful when the teacher or other students are talking by listening.</li> <li>• When working with partners, students will be on task.</li> <li>• Student will participate in the whole group lesson and with partners.</li> </ul>  |
| <b>Bloom's Taxonomy Cognitive Level: Remembering and Understanding</b>   |  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• When transitioning from the front of the room to the desks and vice versa, call out student's numbers a few at a time or by other features they might have.</li> <li>• Students will work with partners based on where they are sitting.</li> </ul>  | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be respectful when the teacher or other students are talking by listening.</li> <li>• When working with partners, students will be on task.</li> <li>• Student will participate in the whole group lesson and with partners.</li> </ul>  |
| <b>Minutes</b>   | <b>Procedures</b>  |
|  | <b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have worksheets ready.</li> <li>• Have chart made for examples.</li> </ul>  |
|  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• With the students sitting at the front of the classroom, ask them "Who can tell me what multiplication is?"</li> <li>• Allow a student to answer and discuss what it really means.</li> <li>• Help students to get to an understanding of what multiplication is.</li> <li>• "Now can someone give me an example of a word problem using multiplication."</li> <li>• Allow students to give examples and give feedback on ones that are good.</li> </ul>   |
|  | <b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• On the smart board (or white board or projector depending on what is available or easiest to use) have a chart with the headings of 3 columns being "number of groups, number in each group, and number in all the groups." Then have 3 rows underneath that.</li> <li>• "I am going to come up with a problem for us to solve. Frogs usually have 4 legs. In a pond, there are 8 frogs. How many frog legs are there?"</li> <li>• "Based on this chart, what information do we have to solve this problem and what do we need to find out?"</li> <li>• Allow the students to help fill in the chart with the information they come up with.</li> <li>• "Now turn and talk to your partner about how to solve this problem and then raise your hand when you have the answer."</li> <li>• Once the students have gotten then answer of 32 legs, add it to the chart.</li> <li>• "Now this next problem is going to be different from the one we just solved."</li> </ul> |

# Lesson Plan Template

Date: \_\_\_\_\_

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• “Frogs usually have 4 legs. In a pond, there are 16 frog legs altogether. How many frogs are in the pond?”</li> <li>• Pause and allow students to think quietly.</li> <li>• “For this problem, what information do we have and what do we need to find out?” Point to the chart as you ask this question.</li> <li>• The students should answer 4 is the number in each group and 16 legs is the number in all the groups.</li> <li>• “Now I want you to take a second and think about how we can solve this problem.”</li> <li>• Pause for students to think.</li> <li>• “Now turn and talk to your partner and come up with the answer and a solution to solving this problem.”</li> <li>• Bring the group back together and see what strategies the students used to solve the problem and then discuss it. Did they use cubes, draw a picture, skip counting up to 16 by 4s, or just use reasoning by mathematical knowledge they already have, etc.</li> <li>• “What is the same is the same or different about this problem as compared to the first one we did?”</li> <li>• Pause and allow students to give answers. Base discussion on those answers. Help students make connections on how they are similar but also opposites.</li> <li>• Help student make the connection between multiplication and division. (dividing into equal groups)</li> </ul>                                 |
|  | <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Have students return back to their seats and pass out the worksheet 51/52.</li> <li>• “Now as a whole class we are going to work through number 1 together.”</li> <li>• “There are 28 desks in the classroom. The teacher puts them in groups of 4. How many groups of desks are in the classroom?”</li> <li>• “Now thinking about are chart, what information do we have and what do we need to find out?”</li> <li>• Fill in the students answers on the chart.</li> <li>• “What kind of strategy can we use to find the answer for this division problem?”</li> <li>• Based on the student’s responses demo how to get the answer. Then have the students follow along and put their work onto the worksheet for number 1.</li> <li>• “Now you are going to work in partners with those at your table or that you are sitting next to and finish 2, 3, and 4 together.”</li> <li>• “Work together slowly and think about the different ways you can solve these division problems.”</li> <li>• Walk around and see what kind of approaches the students are using to solve the problems.</li> <li>• Clarify any problems that students might be having difficulty solving.</li> </ul> |
|  | <p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• After it seems like the majority of the students are done solving the problems or it is time to wrap up the lesson, bring them back together.</li> <li>• “Can someone tell me how they were able to solve question number for with their partner?”</li> <li>• After getting the answer from a student, quickly summarized how what they did and make it a point to show that division is when you are given a total number that is divided into equal groups.</li> <li>• Then and out the assignment page 53 and give it as homework.</li> </ul>   |
| <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> <li>• Ask questions throughout the lesson about what strategies or approaches they are using to solve their division problems.</li> <li>• Collect the 51/52 worksheet to see how students are doing when working with a partner on division.</li> </ul>   | <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>• Collect homework assignment page 53 that the students do on their own.</li> </ul>  |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I felt that for this lesson I had good transitions and time management, which were two things I struggled with or could have improved on from my lesson that Mrs. Hager observed. The students were working on their calendar math before I started my lesson and I could tell they were starting to get tired and talkative. So, even before my lesson began I had them do Simon Says with me in order to get some energy out and be able to refocus. I thought this helps right way. I was surprised to see that some students were apply to figure out how division works before I gave them any information. This was only a few students, but I was impressed. After reflecting, I feel like I could have gone through the explain section of the lesson better and been more prepared for how I was actually going to teacher the division part. I could tell that when I walked around to help students when they were working with partners that many of them were still confused on division. Maybe instead I could have brought the whole class back together and went through it again slower with them. I’m not sure if that would have worked or not, but I would definitely need to work on teaching division differently or better for the next time. For example, I should have gone through how to write out a division problem based on a word problem like <math>16 \div 4 = \underline{\quad}</math>. As I walked around, this seemed to be confusing for students because they were stuck on how a multiplication problem was written. I did write a division problem on the board like this. but only once and I didn’t explain or go through it enough. I would sav</p> |   |

## Lesson Plan Template

Date: \_\_\_\_\_

that students did use the strategies that we went through correctly when we did them together or they worked with a partner. For example, we counted by 4s to 16 and they followed along perfectly. In groups, some students continued to use this strategy and some would draw it out or work backwards from a multiplication problem. Each of these approaches worked and the students were able to differentiate the lesson to them in those ways. I would say that overall, my area that I could improve in for this lesson would have been being more prepared to teacher the whole group lesson part. It is interesting because that was the area I did well on during my social studies lesson. It seems like I focused more on the areas I could improve on (time management, transitions, behavior management) that I ended up not doing my best in the area I was better with in the last lesson I taught. This was a hard lesson to teach because it was new information that the class hadn't done or known before. It was also hard because it was 3<sup>rd</sup> grade math and I haven't taught many math lesson yet. Although, I am not totally disappointed with how the lesson went because I know the students are just starting on division so I didn't expect them to get it all right away.



