**Lesson Plan Template: Part and Whole**

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| **Your name:** Jamee Miner | **Grade level:** 3rd | | **Subject(s):** Math | **Time frame:** 5-6 |
| **Nebraska State Standard:**  MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Recognize whether the student will need to add or subtract the numbers  Create their own problem using part and whole  Describe the difference between the part and the whole | | | | |
| **Assessment: This will be a formative assessment. The number of the day and the worksheet will help us gauge how much the kids know.** | | | | |
| **Content Knowledge:**  *We will be covering the part and whole with addition. They will learn the difference between the part and the whole of the problem. Also, they will learn when they need to add or subtract the two numbers.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture****, one-on-one,* ***hands-on****, experiment, graphic organizers,* ***discussion****, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *I have chosen this method because I wanted the girls to first learn about what we were going over. Then I wanted them to get some hands-on with worksheets so that they could learn it better.* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Whiteboard**  **Marker**  **Worksheets**  **Pens** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *I will start this lesson by having them do the number of the day. I will give them three different clues that will help them get to the final number.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring kids up from the bus** * **Take attendance** * **Check the kids answer for the number of the day** * **Go over the answer for the kids who got it wrong**   + **I would first start by asking the kids what they got for an answer.**   + **I would then go over each digit by itself, starting with 22-17 then 83-76, and finally 61-58.**   + **Then we would but the number together and get 573.** * **Take the kids through the lesson**   + **I would first write down everything on picture 1 (shown below)**   + **Then I would go over when you need to add and subtract depending on if you have the whole or part.**   + **I would then go into some examples, 3+5=8, 20+5=25, 30+70=100** * **Answer any questions** * **Give the kids the worksheet**   + **Walk around and see if the kids are getting the right answers.** * **Take kids down to bus** | | **Student will do:**   * **Come up from the bus** * **Find their seat** * **Do the number of the day**   + **Write down the number of the day and show their work** * **Listen to the teacher as they explain the lesson**   + **Don’t interrupt or stare off** * **Ask any questions** * **Do the worksheet**   + **Write down their answers in the blanks and show all of their work** * **Line up to go down the bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **Have the kids hand in their worksheet so we can check their answers.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Word Problems**

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| **Your name: Jamee Miner** | **Grade level: 3rd** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)  MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Recognize significant words that will help them determine to subtract or add.  Write their own addition or subtraction word problem.  Explain how they got the answer. | | | | |
| **Assessment: The worksheet would be a formative assessment.** | | | | |
| **Content Knowledge:**  *We will be covering addition and subtraction word problems. They will learn about different words that will help them know whether to add or subtract.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture, one-on-one,*** *hands-on, experiment, graphic organizers,* ***discussion,*** *demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.* | | **Differentiation:**  *With the students who are higher learners I will give them harder problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Marker**  **Whiteboard**  **Worksheet**  **Pens** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *I will start the lesson with the Number of the day.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring kids up from the bus** * **Take attendance** * **Have the kids do the number of the day** * **Check the kids answer for the number of the day and go over the answer**   + **I would first start by asking the kids what they got for an answer.**   + **I would then go over each digit by itself, starting with 63-56 then 88-79, and finally 39-35.**   + **Then we would but the number together and get 794.** * **Make sure the kids are listening**   + **Make sure they are not staring off and are writing down the examples.** * **Take the kids through the lesson**   + **I would start by writing a simple word problem on the board…Matt had 12 markers and gave 5 to Brett. How many markers did Matt have left?**   + **I would then ask them if we were going to be adding or subtracting the two numbers.**   + **Once they decided I would then ask them to subtract it themselves to see if they knew what to do.**   + **I would then ask them what number goes on top and on bottom and do the problem with them on the board.**   + **I would then go through an addition problem with them…Sarah had 3 dogs and Jake has 2 dogs. How many dogs do they have all together?** * **Answer any questions** * **Give the kids the worksheet**   + **Make sure the kids are getting the right answers.**   + **Go over any problem that the students are struggling with.** * **Take kids down to bus** | | **Student will do:**   * **Come up from the bus** * **Find their seat and take attendance** * **Do the number of the day and show one of the teachers the answer they got** * **Listen to the teacher as they explain the lesson**   + **Not staring off or laying down** * **Ask any questions** * **Do the worksheet and ask any more questions** * **Turn in their word problem** * **Line up to go down the bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **I will have them write their own word problem and hand it in as they line up for the bus.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Bingo**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)  MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Identify the correct answer and find the equation that fits  Recognize when they have a bingo  Apply the appropriate action (+/-) | | | | |
| **Assessment: This would be more of a summative assessment because we would see what they students know and how much faster they are getting the answers.** | | | | |
| **Content Knowledge:**  *Each of the students will need to know how to play bingo. The teachers will explain how the game is played for the kids who don’t know or aren’t familiar with it.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add** *Lecture,* ***one-on-one,******hands-on,*** *experiment, graphic organizers,* ***discussion,*** *demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *I have chosen this method because I thought that it would be a fun thing for the kids to do while still learning.* | | **Differentiation:**  *With the students who are higher learners I will give them harder problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Markers**  **Whiteboard**  **Bingo sheets**  **M&Ms** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *I would start the lesson with the Number of the day.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring kids up from the bus** * **Take attendance** * **Go over the number of the day**   + **I would first start by asking the kids what they got for an answer.**   + **I would then go over each digit by itself, starting with 45-37 then 96-89, and finally 66-59.**   + **Then we would but the number together and get 877.** * **Explain the activity**   + **I would start by asking if any of the students played bingo before.**   + **I would then give them an example like if I said B10, they would have to go through their B column and add the numbers and see if any of them equal 10.**   + **If any of them did then they would put an M&M on that square.**   + **I would then tell them how they got a bingo, by getting 5 in a row either across (right and left), down (up and down), or diagonal**   + **I would then tell them if they got 5 in a row to say bingo!** | | **Student will do:**   * **Come up from the bus** * **Do the number of the day**   + **Write down their answer and show their work.** * **Listen to the teacher as they explain the activity**   + **Make sure their eyes are on the teacher and they aren’t staring off or talking.** * **Play bingo** * **Turn in their sheets at the end** * **Put their M&Ms in bags** * **Line up for the bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **The kids will turn in their bingo sheets and put their M&Ms into a plastic bag.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Angles**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd Grade** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes  MA 3.2.1.c Identify lines, line segments, rays, and angles | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Distinguish the different angles (straight, obtuse, right, and acute)  Draw the different angles  List different angles that are around the classroom  Explain the differences between them | | | | |
| **Assessment: This will be a formative assessment. We will use the things they write down on their piece of paper to see if they know the difference between the angles.** | | | | |
| **Content Knowledge:**  *We will be covering angles in this lesson. The students will learn the difference between straight, right, obtuse, and acute angles.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture,*** *one-on-one,* ***hands-on,*** *experiment, graphic organizers,* ***discussion,*** *demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *Why have you chosen this/these method(s)?* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Pens**  **Paper** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *I will have the kids write down something that they know about angles.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring the kids up from the bus** * **Have them write something down about angles** * **Have each kid share what they wrote down** * **Go over the different angles**   + **Draw out all of the angles (right, acute, obtuse, straight)**   + **Write what each of them are underneath them**   + **Write down the degrees that go with them; straight= 180, right= 90, acute= less than 90, obtuse= more than 90** * **Pass out a worksheet for them to do** * **Give each of them a blank piece of paper**   + **Have them write straight, obtuse, acute, and right on their paper** * **Have them get up and write down the different angles they find in the classroom** * **Make sure they are being quiet and respectful of the other classroom** * **Have the students share some of the things that they found** * **Have the kids line up for the bus** | | **Student will do:**   * **Come up from the bus** * **Write down something about angles** * **Share what they wrote down or have one of the teachers** * **Listen to the teachers as they go over angles**   + **No talking or spacing off** * **Do the worksheet and ask any questions if they have some** * **Listen to the teacher as they tell them what to write on their paper** * **Get up and write down the different angles they see in the classroom**   + **Be respectful to the other class that’s in the room- no talking or walking over there** * **Line up for the bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **They will turn in their papers and line up at the door.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Triangle Degrees**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd Grade** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)  MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Summarize how they found the missing degree  Compare and contrast the different triangles  Create their own triangle with a missing degree | | | | |
| **Assessment: This will be a formative assessment.** | | | | |
| **Content Knowledge:**  *We will be cover triangles and the degrees in the triangle. They will be learning that a triangle is 180 degrees and how to find the missing degree of each triangle.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture,******one-on-one,*** *hands-on, experiment, graphic organizers,* ***discussion****, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *Why have you chosen this/these method(s)?* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Pens**  **Worksheets** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  **Write down something they know about triangles and something that is shaped like a triangle.** | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Have the students find their seats** * **Have them do their bell ringer** * **Have each of them share what they wrote down** * **Start the lesson on triangle degrees** * **Ask if any of them know how many degrees a triangle equals (180)** * **I would then write some examples on the board: I would draw a triangle and put the degrees 57 and 98. Then I would go through it, add the two numbers to get 155. Then subtract that from 180 to get the answer of 25. Next I would write 90 and 30.** * **Hand out worksheets to the kids and answer any questions they have.** * **Take the kids down to the bus** | | **Student will do:**   * **Find their seat** * **Do the bell ringer and share their answer** * **Listen to the teacher and write down what she writes on the board**   + **No talking or spacing off** * **Ask any questions about the lesson** * **Do the worksheet and ask any questions** * **Turn in worksheets** * **Line up for the bus.** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **Have the students turn in their worksheets and line up at the door.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Division**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd Grade** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)  MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Memorize the steps to take for division  Generate the steps to take to get the answer  Support their answers | | | | |
| **Assessment: This will be a formative assessment. We will see if the students are understanding division by the worksheet that they turn in.** | | | | |
| **Content Knowledge:**  *We will be covering division. The students will need to remember the things they learned from multiplication to help them with division.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture****,* ***one-on-one,*** *hands-on, experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *Why have you chosen this/these method(s)?* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the resource students I will give them easier problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Pen**  **Worksheets**  **Marker**  **Whiteboard** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *Ask the students what they know about division.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring the kids up from the bus** * **Have the students write down something they know about division** * **Have the students share what they wrote down** * **Go over division**   + **I will start by writing the problem 20÷4=X**   + **I would then show them that they can use multiplication to get the answer by writing 4 × what = 20**   + **I would then go through other examples like 30÷10=3, 72÷8=9, and 42÷7=6** * **Hand out the worksheet**   + **Make sure they are working on it without talking** * **Have students help clean up** * **Turn in worksheet and line up from bus** | | **Student will do:**   * **Come up from bus and find their seat** * **Do the bell ringer and share what they wrote down** * **Listen to the teacher as they go over the lesson**   + **No talking and write down the examples that the teacher does on the board** * **Do the worksheet without talking** * **Ask for help if they need it** * **Help clean up and turn worksheet in** * **Line up for bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **Turn in their worksheet and line up for the bus.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Mystery Picture**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd Grade** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Apply the different steps to get the answer  Predict the picture at the end  Create a picture using the answers they get | | | | |
| **Assessment: This will be a formative assessment. We will see if the students understand division by the picture they color in on the worksheet.** | | | | |
| **Content Knowledge:**  *We will be covering division. The students will learn the steps they take in simple division and in long division.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add** *Lecture,* ***one-on-one****,* ***hands-on,*** *experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *Why have you chosen this/these method(s)?*  *I choose this method because I thought that the kids would have fun coloring while they are still learning division.* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the resource students I will give them easier problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Paper**  **Crayons**  **Whiteboard**  **Marker** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *I will go over some division from the day before and ask the students if they have any questions.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring the kids up from the bus** * **Go over some simple division problems**   + **56÷7=8, 90÷9=10, 30÷6=5** * **Ask if they have any questions** * **Hand out the worksheet and crayons to the kids** * **Make sure the kids are working and doing it quietly**   + **Not talking or copying somebody else’s worksheet** * **Have the kids turn in the worksheet** * **Pick up all of the trash and worksheets** * **Have the students line up for the bus** | | **Student will do:**   * **Come up from the bus** * **Write down the problems the teacher does on the board** * **Ask any questions if they have any** * **Do their worksheet and color in the answers to make a picture**   + **Ask questions if they have any** * **Work quietly**   + **No talking or looking around** * **Help pick up their trash, crayons, and worksheets** * **Line up for the bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **Have the students turn in their worksheets.** | | | | |
| **Reflection:** | | | | |

**Lesson Plan Template: Basketball**

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| --- | --- | --- | --- | --- |
| **Your name: Jamee Miner** | **Grade level: 3rd Grade** | | **Subject(s): Math** | **Time frame: 5-6** |
| **Nebraska State Standard:**  MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)  MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Produce the answer to the problem  Analyze the problem  Apply multiplication to the division problem | | | | |
| **Assessment: This will be a formative assessment. We will see if the students are understanding division by their answers.** | | | | |
| **Content Knowledge:**  *We will be going over division. The students will need to know how to do division through past lessons to play this game.* | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add*****Lecture****, one-on-one,* ***hands-on,*** *experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, art/project, etc.*  *Why have you chosen this/these method(s)?*  *I have chosen this method because I think that the kids would enjoy playing a game while learning how to do division.* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  *With the students who are higher learners I will give them harder problems. With the resource students I will give them easier problems. With the students who don’t speak English first I will have Isela make Spanish worksheets or have her help translate.* | | |
| **Materials:**  **Paper**  **Wastebasket**  **Division problems**  **Marker**  **Whiteboard** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *Ask the kids if they have any final questions before we start the game.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Bring the students up from the bus** * **Ask the students if they have any questions** * **Go over some examples quick**   + **90÷3=30, 25÷5=5** * **Explain the game to the students**   + **We will start with one student from team 1 and give them the problem and if they get it correct they will go to the basket and shoot, if they make it they get a point if they miss they don’t**   + **If they answer the question wrong then it will go to the student on team 2.**   + **Next we will move on to team 2 and do the same thing** * **Break the students up into two teams** * **Play the game**   + **Make sure that everybody is participating** * **Pick up and have students line up for bus** | | **Student will do:**   * **Come up from the bus** * **Ask any questions if they have any** * **Listen to the teacher as they explain the exercise**   + **Eyes on teacher and no talking** * **Get into their two teams** * **Play the game** * **Help pick up and line up for bus** | | |
| **Closure:** [**View this link for ideas!**](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)  **Help pick up all of the items and line up for the door.** | | | | |
| **Reflection:** | | | | |