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| **Lesson Content** | | | |
| **What Standards (national or state) relate to this lesson?**  (You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | **MAFS.3.OA.3.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  *Other Related Standards:*  **MAFS.3.OA.1.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **MAFS.3.OA.2.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*  **MAFS.3.OA.1.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations* 8 × ? = 48, 5 = [] ÷ 3, 6 × 6 = ?.  **MAFS.3.OA.1.3** 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.**3\**  **MAFS.3.OA.2.5** Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* | | |
| **Essential Understanding**  (What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?) | What strategy can you use to divide by four? | | |
| **Objectives- What are you teaching?**  (Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."  Note: Degree of mastery does **not** need to be a percentage.) | Given a division problem, students will be able to use an array, equal groups, factors, or related multiplication facts to divide by four. | | |
| **Rationale**  Address the following questions:   * Why are you teaching this objective? * Where does this lesson fit within a larger plan? * Why are you teaching it this way? * Why is it important for students to learn this concept? | I am teaching this objective so that my students will have the ability to quickly divide by four.  This lesson is part of preparing the student for the next grade (fourth grade).  I have chosen this way to teach the content because I believe that my students will understand it the best, since they have been taught in this manner the entire year (my CT), and because I believe that the “I do,” “we do,” “you do” model is very effective for mathematics. | | |
| **Evaluation Plan- How will you know students have mastered your objectives?**  Address the following:   * What formative evidence will you use to document student learning during this lesson? * What summative evidence will you collect, either during this lesson or in upcoming lessons? | Formative: Teacher made observations while circulating the classroom. Students’ ability to collaborate and answer questions (as a class, with peers, or individually).  Summative: Completion of the worksheet (provided by the teacher). | | |
| **What Content Knowledge is necessary for a teacher to teach this material?** | Teachers must know division facts (specifically in relation to dividing by four and two), and how to use arrays or equal grouping strategies to divide. | | |
| **What background knowledge is necessary for a student to successfully meet these objectives?**   * How will you ensure students’ have this previous knowledge? * Who are your learners? * What do you know about them? * What do you know about their readiness for this content? | Understanding of previously learned division strategies such as arrays, and equal grouping; and halving (dividing by two).  I will ensure that students’ have this prior knowledge by shortly reviewing them.  The learners consist of a variety of learning abilities and styles, I know that they are ready for this content because they have already learned the array and equal grouping strategies. Some students may not be as prepared because they struggled with the previous content, however, interventions will be made to assist these students. | | |
| **What misconceptions might students have about this content?** | Student may have the misconception that this content will be “hard” because some of them do not enjoy division and have struggled with it in the past. | | |
| Lesson Implementation | | | |
| **Teaching Methods**  (What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner work, etc.) | The teaching method that I will use throughout the lesson is the “I do,” “we do,” “you do” method. This model includes lecture, and demonstration. Depending on how the students are doing and comprehending the lesson, partner work will be implemented so that they can work out the content with their peers. | | |
| **Step-by-Step Plan**  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)  Where applicable, be sure to address the following:   * What Higher Order Thinking (H.O.T.) questions will you ask? * How will materials be distributed? * Who will work together in groups and how will you determine the grouping? * How will students transition between activities? * What will you as the teacher do? * What will the students do? * What student data will be collected during each phase? * What are other adults in the room doing? How are they supporting students’ learning? * What model of co-teaching are you using? | Time | Who is responsible (Teacher or Students)? | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).   1. Quick review of what was taught the previous day  * “Yesterday we learned about dividing by two” * “Can anybody tell me about dividing by two?” – Have a student explain the basics of the lesson yesterday (pull a stick).  1. Introduce todays lesson  * Read the objective that will be stated on the board (“Today we are learning how to divide by four so that we can better understand division”)  1. Factors of four are two and two – so in order to divide by four, we would divide by two twice! Lets practice:  * 12 divide by 4 – complete this example on the board or Elmo. Have the student copy it down into their notebook. * Have some students come up to the board and complete the following questions: * 8 divided by 4 * 16 divided by 4 * 36 divided by 4 * 20 divided by 4  1. After completing the work together as a class, the students will be released to complete the worksheet independently (with proper interventions/enrichment/etc.) |
| **What will you do if…** | **…a student struggles with the content?**  If a student struggles with the content, I will allow them to work with a partner in necessary. In addition to this, if required, I will pull the students aside during individual work to reteach the lesson and provide specialized instruction in a small group setting. | | |
|  | **…a student masters the content quickly?**  If the students master the content quickly, they will have the opportunity to self-assess their work, and complete the enrich worksheet. | | |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**  This lesson connects to the interests of the students because the word problem used to open up the lesson refers to basketball, which many of the students take an interest in. | | |
| **If applicable, how does this lesson connect to/reflect the local community?**  This lesson connects to the real world because it assists students in quickly rehearsing multiplication facts, which will assist them in furthering their academic ability (specifically in mathematics in upper-level grades). | | |
| **How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)?**  If a student needs additional challenge during this lesson, they will be required to complete the classwork, and will have the opportunity to self-check and self-assess their work. Following this, students will have alternative worksheet with more challenging problems. | | |
| **How will you differentiate instruction for students who need additional language support?**  For the students that need additional language support, the worksheet will be printed in their home language. In addition to this, the student with limiter English proficiency will sit next to a student that speaks the home language and is proficient in English. | | |
| **Accommodations (If needed)**  (What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.) | In order to accommodate Emily, Richard, and Connor (pseudonym) I will specifically watch her and monitor her comprehension of the lesson. In order to accommodate Stephanie, Sarah, and Steve, I will provide an enrichment activity. | | |
| **Materials**  (What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!) | I will use the GO math! Florida text book for so that students are able to complete the required independent worksheet. And the ELMO so that the students are able to see my work throughout the “I do”/”We do” steps. | | |