Lesson Plan Template	Lesson	Plan	Template	•
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Grade: 3rd       Subject: Math         Materials:       Technology Needed: none         Instructional Strategies:       Value(instruction)         X Direct instruction       Per teaching/collaboration/ cooperative learning       Calded Practices and Concrete Application:         X Direct instruction       Discussion/Debute       Instruction (stage)       Technology         D Learning Centers       H PR/L       Simulations-Scenarios       Instruction/ Simulations-Scenarios       Instruction/ Simulations-Scenarios         Other (fist)       Discussion/Debute       Differentiation       Instruction       Instruction         Standard(s)- 30.A J Differentiate the unknown whole numbers 30.A Apply properties of operations as strategies to multiply and divide (without the use of formal terms).       Differentiation         Dijective(s)       Boom's Taxonomy Cognifive Level: Understanding/ applying.       Approaching/Emerging Proficiency: Students will needing assistance, the teacher will assist students one on ane.         Modellities/Learning Preferences:       Bloom's Taxonomy Cognifive Level: Understanding/ applying.         Roter in the desk to solve problems on the board when culted dopon.       Procedures         VerupPrep:       Free         Standardi desk and listening to the tacher's direct instruction. Students will be expected to its the tacher's directions and only use the materials when the tacher's directions and only use the materials when the tacher's directions and only u			Lesson Pla	in Template
Instructional Strategies:         Pert taching:collaboration:         Curice instruction         Curice instruction         Concrete Application:           X Dirce instruction         Concrete Application:         X Large group activity X Hands-on         X Large group activity X Hands-on           Storatic Semain         PBL         Technology         Technology         Independent activity         X Hands-on           Integration         Discussion/Debate         Simulation/Scenarios         Simulation/Scenarios         Initiation/Repeat/Minic           3.0.A.1 Discussion/Debate         Discussion/Debate         Simulation/Scenarios         Other (list)           Standard(s)-         3.0.A.1 Discussion quarton relating three whole numbers         Below Proficiency: Students will receive assistance, the teacher will assist students one one.           3.0.A.3 Determine the unknown whole number in a multiply and divide (without the use of formal terms).         Differentiation           Objective(s)         By the end of this lesson, students will be able to identify key words in word problems to create number equations         Approaching/Emerging Proficiency: Students will receive assistance thased on needs           Classroom Management- (grouping(s), movement/transitions, etc.)         Students will be expected to lists to the teacher's directions and only use the matterials when the reacher will active instruction by asking students what they remember about the previous division lesson. The teacher will worin the son with previous taking truth acteacher will w				Subject: Math
X       Direct instruction       Coperative learning       Y Large group activity       X       Hands on         X       Guided practice       Technology integration       Technology integration         I       Discussion/Debate       PBL       Discussion/Debate       Differentiation         XOA.1       Interpret and model products of whole numbers       Other (list)       Other (list)       Differentiation         Standard(s)-       Standard(s)-       Standard(s)-       Other (list)       Differentiation         Sto.A.1       Interpret and model products of whole numbers in a multiplication of division equation relating three whole numbers.       Differentiation         Sto.A.5       Apply properties of operations as strategies to multiplication or division equation relating three whole numbers.       Differentiation         Sto.A.5       Apply properties of operations as strategies to multiplications of this lesson, students will be able to identify key words in word problems to create number equations.       Differentiation         Objective(s)       Ry the end of this lesson, students will be able to identify key words in so olve problems on the toather's directions.       Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)         Students will be stated at their desks and listening to from their desks to so olve problems on the toather's directions on the toather's directions on division qease on thead when called upon.       Behavi	Materials:			
X       Guided practice       cooperative learning       X       Indegradue activity       X       Industry         Socratic Scenarios       PBL       Technology integration       Initiation/Repeat/Mimic       Technology integration         Other (list)       Discussion/Debate       Simulation/Scenarios       Other (list)       Simulation/Scenarios         Standard(s)-       3.0.4.1 biterpret and model products of whole numbers       Differentiation       Below Proficiency: Students will receive assistance first from asking their partner. If still meeting assistance, the numbers.         3.0.A.4 Determine the unknown whole numbers       Above Proficiency: Students will receive assistance, the numbers.         Objective(s)       By the end of this lesson, students will be able to identify key words in word problems to create number equations       Approaching/Emerging Proficiency: Students will a said adding illustrations         Bloom's Taxonomy Cognitive Level: Understanding/ applying       Edavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)         Students will be seared at heir desks and listen to the tracher's direct instruction. Students will be expected to listen to the teacher's direct instruction synthem to the tracher's direct instruction. Students will be expected to listen to the teacher's direct instruction. Students will be expected to listen to the teacher's direct instruction. Students while the provise will be advised to chat and discuss during their independent work, but not during the direct instruction by the teacher'				Guided Practices and Concrete Application:
3.0A.1 Inferpret and model products of whole numbers       Below Proficiency: Students will receive assistance first from asking their partner. If still needing assistance, the teacher will assist students one on one.         3.0A.5 Apply properties of operations as strategies to multipleading without the use of formal terms).       Below Proficiency: Students will needing assistance, the teacher will assist students one on one.         Objective(s)       Above Proficiency: Students will have the opportunity to within this lesson, students will be able to identify key words in word problems to create number equations       Approaching/Emerging Proficiency: Students will receive assistance based on needs         Bloom's Taxonomy Cognitive Level: Understanding/applying       Approaching/Emerging Proficiency: Students will receive approaching the state of the teacher's directions instruction. Students will be expected to listen to the teacher's directions instruction. Students will be expected to listen to the teacher's directions instruction. Students will be expected to listen to the teacher's directions instruction. Students will be expected to listen to the teacher's directions in the board when all upon.         Students will be acted at their desks and listening to from their desks to solve problems on the board when all upon.       Students will be expected to listen to the teacher's directions is struction. Students will be expected to listen to the teacher's directions and only use the materials when the teacher's directions with previous lesson. The teacher will shard the all words in the teacher's directions and only use the materials when the teacher's directions, etc.)         The teacher will connect this lesson with previous lesson. The teacher will any, "Raise your hand if you link this	X Guide Socra Learn Lectu Tech integ	ed practice atic Seminar ning Centers are nology ration	<ul> <li>cooperative learning</li> <li>Visuals/Graphic organizers</li> <li>PBL</li> <li>Discussion/Debate</li> </ul>	X       Independent activity       □       Technology integration         □       Pairing/collaboration       □       Imitation/Repeat/Mimic         □       Simulations/Scenarios       □         □       Other (list)       □
3.0.4.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.       Below Proficiency: Students will receive assistance first from asking their partner. If still needing assistance, the teacher will assist students one on one.         3.0.4.5 Apply properties of operations as strategies to multiply and divide (without the use of formal terms).       Above Proficiency: Students will have the opportunity to write additional facts about the biography as well as adding illustrations         Objective(s)       By the end of this lesson, students will be able to identify key words in word problems to create number equations       Approaching/Emerging Proficiency: Students will ave the opportunity to write additional facts about the biography as well as adding illustrations         Classroom Management (grouping(s), movement/transitions, etc.)       Modalities/Learning Preferences:         Blowin's Taxonomy Cognitive Level: Understanding/ applying       Behavior Expectations (systems, strategies, procedures specific to the leson, rules and expectations, etc.)         Students will be explected to listen to the teacher's direct instruction. Students will get up from their desks to solve problems on the board when called upon.       Behavior Expectations (systems, strategies, procedures specific to the leson, rules and expectations, etc.)         Students will be gin the lesson by asking students what they remember about the previous division lesson. The teacher will begin the lesson by asking students what they remember about the previous division lesson. The teacher will connect this lesson with previous lesson by saying, "We noticed yesterday that there are multiple ways to didivision rises your hand and explain why you			el products of whole numbers	Differentiation
of formal terms).       write additional facts about the biography as well as adding illustrations         Objective(s)       By the end of this lesson, students will be able to identify key words in word problems to create number equations       Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs         Bloom's Taxonomy Cognitive Level: Understanding/applying       Modalities/Learning Preferences:         Bloom's Taxonomy Cognitive Level: Understanding/applying       Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)         Students will be seated at their desks and listening to the teacher's direct instruction. Students will get up from their desks to solve problems on the board when called upon.       Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)         Students will be seated at their desks and listening to the teacher's directions and only use the materials when the teacher directs them too. They will be allowed to chat and discuss during their independent work, but not during the direct instruction by the teacher.         Minutes       Procedures         Set-up/Prep:       Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)         • The teacher will begin the lesson by asking students who they remember about the reavons with previous disclose hysing, "We noticed yesterday that there are multiple ways to do division, raise your hand and explain why you think that?" The teacher will say, "Raise your hand if you think this rule would apply to other kinds of mant problems?" O	3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.5 Apply properties of operations as strategies to multiply and divide (without the use of formal terms). Objective(s) By the end of this lesson, students will be able to identify		nown whole number in a equation relating three whole f operations as strategies to	from asking their partner. If still needing assistance, the teacher will assist students one on one.
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## Lesson Plan Template

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		umbers hidden inside the word problem. The teacher will project			
	the word problem onto the board and put the magnets	on the board. The teacher will say, "Lets look at the board class.			
	Can anyone raise their hand and read the word problem?" After that the teacher will begin to explain the movable				
	components of the lesson. This will be done by using magnets on the board adapted with sticky notes. On each adapted				
	magnet, the numbers involved in the problem will be written down. The teacher will switch them out of order to show				
	that they're the same problem even though they are in a different order. The numbers on the magnets will correlate with				
	the numbers represented in the word problem. The teacher will ask the class, "Can anyone show me what parts of the				
	word problem match these magnets?" The teacher will then wait for responses.				
8	Explore: (independent, concreate practice/application with relevant learning task -connections from content t				
0	real-life experiences, reflective questions- probing				
		m coordinates with the magnets, the teacher will call on students			
		her will say, "Can anyone come up and match a part of the word			
		re and guide the student. This can be repeated until all the parts of			
		nding magnets. Then the teacher will ask the class for volunteers to			
		play a new word problem, and call on students to write on the			
	board numbers that correspond with the word problem	18.			
8	Review (wrap up and transition to next activity):				
	- After the word problems are translated into equations and solved, the teacher will call on students to remind the class				
		cher will say, "Can anyone raise their hand and tell us one thing			
		ar responses from students and correct them if they do not fully			
	understand the concept. Finally, the teacher will use the curriculum quiz as a summative assessment. After giving				
	students a chance to answer the questions, the teacher will call on different students to come up to the board and write				
	down their answers and how they got them.				
Formativ	ve Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)			
-The tead	cher will quiz the students on different word	End of lesson: The teacher will review the quizzes at the			
problem	s throughout the lesson.	end of the lesson.			
_	-				
Progres	s monitoring throughout lesson- clarifying				
question	s, check-				
	tegies, etc.				
	her will walk around throughout the project,				
	g one-on-one help and assisting the students with				
	ions they may have.				
the quest					
		If applicable- overall unit, chapter, concept, etc.:			
Consid	eration for Back-up Plan:				
Consid	contract of prose up a man				
Reflectio	Reflection (What went well? What did the students learn? How do you know? What changes would you make?):				
1.0110000	Teneeron (,, hat hene hene hene had the soudonts fourier root of you monte that changes would you maker).				