

Lesson Plan Template

Grade: 3rd		Subject: Math	
Materials:		Technology Needed: none	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" 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) <div style="margin-left: 150px;"> <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 </div>		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s)- 3.OA.1 Interpret and model products of whole numbers 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).		Differentiation Below Proficiency: Students will receive assistance first from asking their partner. If still needing assistance, the teacher will assist students one on one. Above Proficiency: Students will have the opportunity to write additional facts about the biography as well as adding illustrations Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs Modalities/Learning Preferences:	
Objective(s) By the end of this lesson, students will be able to identify key words in word problems to create number equations		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will be expected to listen 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.	
Bloom's Taxonomy Cognitive Level: Understanding/ applying		Classroom Management- (grouping(s), movement/transitions, 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.	
Minutes	Procedures		
Set-up/Prep:			
6	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - 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 do division, raise your hand and explain why you think that?" The teacher will wait for responses and tie their responses into retouching on the previous math lesson. The teacher will then explain that this concept of movable components in a problem is possible in any type of problem. The teacher will say, "Raise your hand if you think this rule would apply to other kinds of math problems?" Once the class has had a chance to answer, the teacher will explain that this is true of many math problems. The teacher will then project the word problem onto the board. The teacher will begin the lesson by asking students who likes to read. The teacher will say, "Raise your hand if you like reading stories." The teacher will wait to hear the response of students, possibly calling on some to hear their favorite books. The teacher might ask, "Student, tell me about the best book you've read in the past week." The teacher will then make a comparison between stories and word problems. The teacher will say, "Can anyone tell me about a story that had numbers in it? Numbers of animals, or numbers of family members?" The teacher will then remind students of sometimes using word problems in math.		
8	Explain: (concepts, procedures, vocabulary, etc.)		

Lesson Plan Template

	<p>- The teacher will explain the concept of pulling out numbers 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.</p>
8	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>- After explaining how the word problem coordinates with the magnets, the teacher will call on students to arrange parts of the problem on the board. The teacher will say, “Can anyone come up and match a part of the word problem with a magnet?” The teacher will then observe and guide the student. This can be repeated until all the parts of the word problem have been paired with the corresponding magnets. Then the teacher will ask the class for volunteers to help solve the problem. From here, the teacher can display a new word problem, and call on students to write on the board numbers that correspond with the word problems.</p>
8	<p>Review (wrap up and transition to next activity):</p> <p>- After the word problems are translated into equations and solved, the teacher will call on students to remind the class components of what they have learned today. The teacher will say, “Can anyone raise their hand and tell us one thing they learned from today?” The teacher will wait to hear 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.</p>
<p>Formative Assessment: (linked to objectives) -The teacher will quiz the students on different word problems throughout the lesson.</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The teacher will walk around throughout the project, providing one-on-one help and assisting the students with the questions they may have.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The teacher will review the quizzes at the end of the lesson.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	