

**Lesson Plan Template**

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Time allotted: \_\_\_\_\_ minutes

Subject: Math Grade level: 3rd

Topic / Title: Multiplication: Equal Groups Course **EDUC 320**

Approved by Cooperating Teacher: \_\_\_\_\_ Portfolio # \_\_\_\_\_

**A. Standards; objectives / requisite skills / learner outcomes** “At the completion of this lesson, learners will be able to ...” (Use observable / measurable terms + strong verbs.)

Standard(s):

Cognitive objective(s): After the lesson, students will be able to separate a total number of objects into equal groups, then write a multiplication and division problem to support their picture.

Affective objective(s): During the lesson, students will contribute their ideas on how to sort a total numbers into distinct groups.

Psychomotor objective(s): During the lesson, students will sort counters, raise their hands to answer questions, and write down answers on their worksheets.

**B. Assessment plan:** How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.

I will give the students two worksheets to reinforce the skills. I will also walk around the room to check the students work throughout the lesson.

**C. Multiple intelligences:** Select one primary (p) and one secondary (s)

<u>p</u> verbal linguistic	_____ musical/rhythmic	_____ visual/spatial
_____ logical/mathematical	_____ interpersonal	_____ intrapersonal
<u>s</u> bodily/kinesthetic	_____ naturalistic	

**D. Accommodations & differentiation for learners:** Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

While working on the last three problems, I will need to work with the 5 challenged students one on one at the group table in the back of the room.

**E. Materials / equipment needed:**

**F. Academic language demands**

<p>Teacher: Marker board, marker</p> <p>Students: Counters, M&amp;Ms, pencil, worksheet, separate piece of paper</p>	<p>Vocabulary: Equal Groups, Remainder</p> <p>Function (verb):</p> <p>Literacy strategy (ELA only):</p>
<p><b>G. Academic language support:</b> How will the teacher model and the students engage with the language demands?</p> <p>I will ask the students what the term equal means. Then I will ask them what does it mean to have an equal group? I will ask students what they think the term “remainder” means and break the word down into “remain” to see if that helps them with the understanding. Both terms will be written on the board.</p>	
<p><b>I. Assumptions:</b> What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?</p> <p>Students will remember from their previous lesson how to make an array. Students will have a basic understanding of the word equal.</p>	<p><b>J. Anticipated questions &amp; misunderstandings:</b> What common misunderstandings or errors may occur? What pre-assessment is used? Students may not understand the concept of a remainder and may try to sort the remainder into their existing groups making them unequal.</p>
<p><b>L. Technology:</b> What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?</p> <p>Smart Board</p>	
<p><b>Pacing / Time Allotted</b></p>	<p><i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i></p> <p><b>M. Lesson planning of instructional activities &amp; learning tasks:</b></p> <p>1. <b>Anticipatory Set:</b> (set induction / introduction / focusing event / activating prior knowledge)</p> <p>Class, I have some across a lot of M&amp;Ms! 230 to be exact. I would really like to share some with you, but I do not know how to share them equally among all of you.</p> <p><b>Statement of Objective (scripted): Today we will be making equal groups based off of a total number.</b></p> <p><i>Transition: Let’s talk about what the word equal means</i></p> <p>2. <b>Input:</b> Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do &amp; what students will do. Script key questions.</i></p> <p>A. Write the word equal on the board. Ask the students to tell you what the word equal</p>

means, then what equal groups mean.

- B. Then ask the students what remainder means. Write it on the board. Students may be confused with this word so then say “the word sounds like ‘remain,’ can someone tell me what this word means?” Tell the students that a remainder is something that is left over.
- C. Give the students 4 counters a piece. Then ask them how many counters they have? Then ask students how we could split the counters up into equal groups. Write their answers on the board.
- D. Now give each student one more counter and ask them how many they have (5). Ask the students if they can separate seven pieces into equal groups (no). Then explain to them that the one extra piece is called the remainder.

*Transition: Now let's try some problems together*

**3. Guided Practice:**

- Work through three problems on the worksheets with the class. Use prompting questions starting with “how many groups do we have?” “What is the total number of items we have to sort into the groups?” “Finally, how many items go into each group and are there any remainders?”
- Say “Now let's go back to our M&M problem. Take out a sheet of paper and label it M&Ms.”
- Ask how many students are in the class (23) and then instruct them that that is how many group there needs to be. Then remind them that there are 230 M&M's. Ask the students how they would solve this problem.
- Have the students start by giving everyone three M&M's. Explain to them that this is 69 and that we need to subtract them from the total. Then repeat this by giving each student three more M&Ms two more times, then one last time giving each student one more. After each round of distribution, subtract what was distributed from the total. This way the students can see the total going into the groups.
- End this section with the division problem  $230/23=10$

- Each student will get 10 M&Ms

*Transition: Now I'm going to have a helper help me pass out the M&Ms out to the class and another helper collect your M&M paper so make sure your name is on it.*

**4. Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

I will be able to see the work on both their word problem worksheet and the work they should have done on their M&M worksheets. On all of their worksheets they should have a picture of equal groups and the distributed totals.

*Transition: While the M&Ms are being passed out I want you to do the last three problems on our worksheet we started earlier.*

**5. Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

Student will be able to practice dividing total amounts into equal groups. Through looking at the assignments I will be able to see if they are able to apply the concept to the division problems.

**Closing Statement** (scripted): Tomorrow we will be using equal groups and remainders to make division problems.

**N. Evaluation & reflection of teaching / learning:** *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

**1. As I reflect on the lesson, to what extent were students productively engaged?**  
The students were engaged the entire time because of the M&M's

**2. To what extent did the students learn what I intended? Were instructional objectives met?**  
The instructional objectives were met to the full extent

**3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**  
I changed the M&M problem to 240 because they gained a new student

**4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I**

**teach again?**

If I saw that a student wasn't paying attention, I would ask them a question they would know to draw them back in

**5. To what extent did I provide closure to the lesson?**

**I was able to provide closure to the lesson by reviewing the terms before they worked on their math journals**

**6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**

**I forgot to ask the students how they would have solved the M&M problem. It would have gotten them thinking about how to apply the concept of equal groups in real scenarios**