

Kayla Lindquist
Lesson Plan 9/26

Grade: 5 th		Subject: Math
Materials: math books, white boards, dry erase markers, dice, counters, board game (paper board)		Technology Needed: laptop, projector, iPads
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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) <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		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 5.NBT.6 Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models		Differentiation Below Proficiency: Give these students extra guidance and strategies to use. Remind them of each step of the process. Have resources available for them to refer to. Consistently check in with these students. Above Proficiency: Challenge these students to complete the entire assignment on their own without help. Give these students more challenging problems to solve. Approaching/Emerging Proficiency: Give these students extra problems for practice. Be sure that they are showing their work and using effective strategies. Modalities/Learning Preferences: Auditory: talking through the steps of the problems Visual: writing examples on the board and writing through each step Tactile: white board practice
Objective(s) By the end of the lesson, the student will solve multiple step word problems by using the strategy of solving a simpler problem to solve the four-digit division problem. Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply		
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Use attention getters to keep students on task Students will be grouped according to their colored group that they have previously been assigned Students are to quickly and quietly transition from whole class practice to group practice to independent practice (10 second count down) 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students are expected to show their work and participate during whole group instruction Students will be expected to attempt the independent activity on their own first, then get help if needed Voices should be at a level of zero during the lesson
Minutes	Procedures	
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have the teacher math book ready (know which pages) Project math pages from laptop onto projector (visual) Get examples ready 	
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Play a simple division review game Review simple division/concepts Do a few review practice problems to get their minds thinking about math Refresh their minds on the strategies and steps for division 	
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Today we will be solving word problems where we have to use simple problem solving such as addition in order to solve more complex division problems First, when working through a word problem, in order to make it easier, we need to underline what we need to find Then, we need to circle the numbers that we need to use We do these two things so we focus on the important parts of the problem and do not get confused with the information that really doesn't matter for solving the problem Explain to students that if we have a word problem that states we have a certain number of items that needs to be split into equal groups-this is just another way of saying division We will do the four problems on page 57 as a whole class (using the tips of underlining and circling)-the first two we will do together, the last two they will first try on their own and then we will go through the steps together 	

Kayla Lindquist
Lesson Plan 9/26

30 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will complete pages 59-60 as an assessment - must show their work • After some work time, students will split into their differentiated math groups and have work time with Mrs. Severson, Mrs. Coil, and myself • Students will continue practicing division skills while in their groups • Once finished, students will do iPad math until it is time to move onto the next subject 	
3 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Students are back together as a whole class • What skill did we practice today? • What tips did we use to help us solve word problems? (underlining and circling) 	
	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • White board check in • Thumbs up/thumbs down 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Two-page worksheet two step division problem solving <p>If applicable- overall unit, chapter, concept, etc.: NA</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>After completing this lesson, I did not feel all that great about it, although, there were some parts that I thought I did well with. First, I think it was good that I started with simple multiplication and division review problems, because this got the students brains to start thinking about math and let them start off without getting frustrated. Although, some kids commented that it was too easy, so maybe I should have made the review jst a little more challenging even though it was just to get their brains warmed up. Another positive was that I wrote down the two helpful tips on the board so students could refer to it. Next, I liked that I made up a much more simple problem for this new concept to start with rather than just going straight to the more complex book problems, so students could grasp the process before jumping into the more challenging examples. I thought it was helpful to call on students to explain each step of the process and get everyone involved and interacting. When I noticed a student was lost or struggling I would try to slow down. If there were students messing around, I would try to get them more involved so they wouldn't get so distracted. Improvements for next time would be to prepare a more clear explanation of the process of solving simple problems to solve the more complex problem. I feel that the way I worded the explanation made it a bit confusing for some students, I should have broken it down into a more simple explanation. Next time, I would find a better way to get the students participating, because not all students were writing on their boards and practicing the examples like they were supposed to be. Something else that I would add if I did this lesson over again would be to go over more examples that would be similar to their independent assignment. The only examples that I did involved addition and then division, and afterwards I noticed that the assignment had problems where they had to multiply and then divide, so I would include a better variety of examples for next time. Another change would need to be to find something more engaging for the students. Just having them practice the examples on their whiteboards was not engaging enough to keep them focused and on task, as I had to pause many different times just to bring them back together and get back on task. This was frustrating because I wasted a lot of time just trying to get their attention and not enough time teaching the content. Maybe next time I would have them sit at their desks rather than sit up by the board to see if this would help them focus. I think it would have been great to include some sort of game to practice the new skills which could add the engagement factor that I was missing in this lesson. Even though I did not feel confident in this lesson, the students seemed to understand and do well on the independent assignment/assessment. Some students needed guidance to get started but once they got started they could finish the process.</p>	