**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** Division 9-4 S**ubject:** Mathematics **Date:** April 4, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

2.1.4.F. Understand the concepts of addition and subtraction and their inverse relationships; understand the concepts of multiplication and division; use the four basic operations to solve problems, including word problems and equations.

2.2.4.A. Develop fluency in the use of basic facts for the four operations.

2.2.4.B. Multiply single- and double-digit numbers and divide by single digit numbers, add and subtract fractions with like denominators, and add and subtract decimals.

**PA Common Core Standards:**

CC.2.1.4.B.2. Use place‐value understanding and properties of operations to perform multi‐digit arithmetic.

CC.2.2.4.A.1. Represent and solve problems involving the four operations.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
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| Given a set of long division problems with remainders, the student will accurately solve the problem showing his or her work for 9 out of 10 problems. | 10 long division problems of unit test. |

**5. Materials Needed:**

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| -more mini erasers than students | -Homework: Reteach 9-4 worksheet & Basic Facts |
| -math text and paper for each student |  |
| **-**tic tac toe boards for each student |  |
| -two number cubes for each group (12 total) |  |

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.
* Students with learning challenges will be conferenced with during independent work to double check for thorough understanding of all concepts introduced or revisited in this lesson.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:  Hand out erasers to students with some left over. Make sure you know how many you began with and write that number on the board. After the erasers are given out. Talk about how many you have left as a remainder. Finally, do that problem on the board as a long division problem. Show how the two relate.  Modeling/Demonstration:  Draw a picture of a basic division problem with a remainder. Show how some items do not fit into circled groups. Then go through the visual learning activity in the book. Walk through this example thinking aloud each step. Show students how to use pictures or long division to solve the problems.  Guided Practice and Feedback:  Have students independently use pictures or division to solve problems 1-4 and guide them through each. Then talk through problem 5 and 6 using pictures and division for both.  Independent Practice:  Give students time to do problems 7-10 on their own. Walk around and help as needed. Go over those problems to formatively assess learning. Finally, hand out the tick tac toe boards from Center Activity 9-4. Play this game with the class one time to model, and then break the students into small cooperative learning groups to play on their own.  Closing/Review/Preview:  Bring the group back together and review that the greatest remainder a number can have is one less than that number. Use 9 and remainder 8 from the tic tac toe activity to teach this. Go over some huge numbers to determine what the largest possible remainder would be and why. Finally, review the eraser activity one more time and preview that next week they will begin working with situations where they need to use division to solve a problem. Finally have the students write the homework (Reteach 9-4 & Basic Facts WS) in their planner.  Formative Assessment:  Due to the introduction of new skills required for success further in mathematics instruction and usage, students will be formatively assessed extremely frequently. Students will be assessed in guided practice, the first independent practice items, and during cooperative learning group work. Furthermore, they will have homework that will be reviewed in order to assess whether there is a need for reteaching. If reteaching is needed, students may continue this skill instruction during the following class.  Accommodations:  Students of higher math skill levels, will be given the practice side of the 9-4 homework assignment to do rather than the practice lesson. Students who are struggling with division and division concepts will be grouped with students showing strong skills during the cooperative learning group portion of the lesson. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Students are at different levels of division mastery, based on formative assessment data students may need more than one class of instruction on this key division skill. An extra day is available if needed to facilitate complete learning. Additionally, students who are still developing division basic fact fluency may use a calculator during class if this will enhance their ability to learn.

Students may need further practice before the summative assessment. Students will be encouraged to do the practice side of the 9-4 worksheet to review. They will be required to do 3 items from that worksheet as part of a review homework.

**10. Summative Assessments:**

Divide to find the answer and remainder for each problem. You may use pictures to help you or work it out in numbers. You MUST show all of your work.

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1. 4 ) 27 2. 9 ) 61 3. 1 ) 42 4. 9 ) 37 5. 4 ) 71

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

6. 3 ) 35 7. 4 )72 8. 7 ) 26 9. 1 )94 10. 5 ) 20

**11. Reflections**: The lesson portion of this went great. The students took some time to understand the new division concept, but caught on with practice. They had some trouble understanding the game, but I may have modeled it too quickly. In the future I will model more slowly and then model using students as players as well. There was a huge problem with this lesson: the closing. It didn’t happen at all. I was confused about the class times from PSSAs earlier in the week and being in the hospital the previous evening (a bit less on point than I’d like) and thought the class ended 15 minutes later than it did. I sent the students to work on the division game with only 5 minutes to do so thinking they have 20. Soon after, I realized I had the times wrong and brought the kids back together quickly to write their homework in their planners and leave the class. Although the students made it out of the classroom on time, they did not get the closing they should have. In the future, I need to review the time for the class if I may be compromised in any way and be sure to manage time better.

**12. Sources:**

Charles, A., *et. al.* (2010). *Scott Foresman-Addison Wesley* *enVisionMATH: Common Core.* Upper Saddle River, NJ: Pearson Education, Inc.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Basic Fact Practice: Division (4-6)

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| 16 ÷ 4 = \_\_\_\_ | 25 ÷ 5 = \_\_\_\_ | 54 ÷ 6 = \_\_\_\_ |
| 8 ÷ 4 = \_\_\_\_ | 15 ÷ 5 = \_\_\_\_ | 60 ÷ 6 = \_\_\_\_ |
| 12 ÷ 4 = \_\_\_\_ | 5 ÷ 5 = \_\_\_\_ | 0 ÷ 6 = \_\_\_\_ |
| 48 ÷ 4 = \_\_\_\_ | 35 ÷ 5 = \_\_\_\_ | 12 ÷ 6 = \_\_\_\_ |
| 28 ÷ 4 = \_\_\_\_ | 45 ÷ 5 = \_\_\_\_ | 66 ÷ 6 = \_\_\_\_ |
| 44 ÷ 4 = \_\_\_\_ | 55 ÷ 5 = \_\_\_\_ | 30 ÷ 6 = \_\_\_\_ |
| 32 ÷ 4 = \_\_\_\_ | 60 ÷ 5 = \_\_\_\_ | 6 ÷ 6 = \_\_\_\_ |
| 24 ÷ 4 = \_\_\_\_ | 50 ÷ 5 = \_\_\_\_ | 72 ÷ 6 = \_\_\_\_ |
| 40 ÷ 4 = \_\_\_\_ | 40 ÷ 5 = \_\_\_\_ | 36 ÷ 6 = \_\_\_\_ |
| 4 ÷ 4 = \_\_\_\_ | 30 ÷ 5 = \_\_\_\_ | 24 ÷ 6 = \_\_\_\_ |
| 20 ÷ 4 = \_\_\_\_ | 20 ÷ 5 = \_\_\_\_ | 42 ÷ 6 = \_\_\_\_ |
| 39 ÷ 4 = \_\_\_\_ | 10 ÷ 5 = \_\_\_\_ | 18 ÷ 6 = \_\_\_\_ |
| 0 ÷ 4 = \_\_\_\_ | 0 ÷ 5 = \_\_\_\_ | 48 ÷ 6 = \_\_\_\_ |