**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** Division 9-5 S**ubject:** Mathematics **Date:** April 7, 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.

2.5.4.A. Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.

**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** |
| --- | --- |
| Given two division story problems, the student will solve the problems correctly by completing the division problem and deciding if one more is needed due to ‘not enough’ materials or having ‘extra’ is ok based on the story and meaning of the remainder with 100% accuracy. | Two division story problems on summative assessment: one involving ‘not enough’ an one involving ‘extra’ |

**5. Materials Needed:**

|  |  |
| --- | --- |
| -two different color participation tokens -one with too few for all students and one with too many |  |
| -math text and paper for each student |  |
| -Homework: Reteach 9-5 worksheet & Basic Facts |  |

**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 ‘participation tokens’ to the class without having enough. When there is not enough, then talk about the students being the remainder of the division problem. Then hand out another colored token and have too many and discuss the tokens as having the remainder. Talk about how sometimes a remainder is ok because it is ‘extra’ and how other times it is not ok because it means there is ‘not enough’.Modeling/Demonstration:Go over the visual learning and “another example” problems in the text book. Talk about which one is an ‘extra’ and which is a ‘not enough’ remainder.Guided Practice and Feedback:Have the students work through problems 1 and 2 and see how they do. Help as needed. Again discuss ‘extra’ versus ‘not enough’ remainders.Independent Practice:Break the kids into 4 groups and have each group write a story for problems 6-9. When they finish, have them work on 10 and 11. Closing/Review/Preview:Have groups share their problems and other students solve them as a whole class. Note where each is ‘not enough’ or ‘extra’. Finally, have the students write the homework (Reteach 9-5 & Basic Facts WS) in their planner.Formative Assessment: Students will be assessed in guided practice, independent practice items, and during cooperative learning group share. Furthermore, they will have homework that will be reviewed in order to assess whether there is a need for reteaching. Accommodations:Students of higher math skill levels will be given the practice side of the 9-5 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. They are now receiving supplemental basic fact homeworks to help facilitate growth. Students who are still developing division basic fact fluency may use a multiplication chart during class if this will enhance their ability to learn, but must review facts at home..

Students may need further practice before the summative assessment. Students will be encouraged to do the practice side of the 9-5 worksheet to review. They will be required to do 3 items from that worksheet as part of a review homework.

**10. Summative Assessments:**

Solve the following story problems. Underline or highlight important details. Don’t forget to decide if there is ‘not enough’ or ‘extra’ based on the remainder when choosing your answer. Show all work and make sure to write labels.

1. Louisa’s Girl Scout troop is going camping. There are 14 girls and 3 adults going on the trip. If 4 people can fit in each tent, how many tents will they need so that everyone can sleep in a tent?

Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Markus is having a party. There will be 8 people at the party including Markus. If he has 27 slices of pizza, how many slices can each guest have?

Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. Reflections**: This lesson went well and was quite fun. I really liked seeing the math problems the students came up with.

**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 (7-9)

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| --- | --- | --- |
| 7 ÷ 7 = \_\_\_\_ | 72 ÷ 8 = \_\_\_\_ | 9 ÷ 9 = \_\_\_\_ |
| 0 ÷ 7 = \_\_\_\_ | 24 ÷ 8 = \_\_\_\_ | 27 ÷ 9 = \_\_\_\_ |
| 35 ÷ 7 = \_\_\_\_ | 80 ÷ 8 = \_\_\_\_ | 36 ÷ 9 = \_\_\_\_ |
| 28 ÷ 7 = \_\_\_\_ | 16 ÷ 8 = \_\_\_\_ | 45 ÷ 9 = \_\_\_\_ |
| 14 ÷ 7 = \_\_\_\_ | 8 ÷ 8 = \_\_\_\_ | 18 ÷ 9 = \_\_\_\_ |
| 3 ÷ 7 = \_\_\_\_ | 64 ÷ 8 = \_\_\_\_ | 81 ÷ 9 = \_\_\_\_ |
| 84 ÷ 7 = \_\_\_\_ | 40 ÷ 8 = \_\_\_\_ | 72 ÷ 9 = \_\_\_\_ |
| 42 ÷ 7 = \_\_\_\_ | 88 ÷ 8 = \_\_\_\_ | 108 ÷ 9= \_\_\_\_ |
| 70 ÷ 7 = \_\_\_\_ | 48 ÷ 8 = \_\_\_\_ | 99 ÷ 9 = \_\_\_\_ |
| 77 ÷ 7 = \_\_\_\_ | 32 ÷ 8 = \_\_\_\_ | 18 ÷ 9= \_\_\_\_ |
| 56 ÷ 7 = \_\_\_\_ | 56 ÷ 8 = \_\_\_\_ | 0 ÷ 9 = \_\_\_\_ |
| 63 ÷ 7 = \_\_\_\_ | 0 ÷ 8 = \_\_\_\_ | 54 ÷ 9 = \_\_\_\_ |
| 0 ÷ 7 = \_\_\_\_ | 96 ÷ 8 = \_\_\_\_ | 63 ÷ 9 = \_\_\_\_ |