**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** Division 9-6 S**ubject:** Mathematics **Date:** April 8, 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.

2.8.4.E. Use concrete objects and combinations of symbols and numbers to create expressions, equations, and inequalities that model mathematical situations.

**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 a division story problems, the student will solve the problem correctly by drawing a picture and writing a division sentence with 100% accuracy. | One division story problem requiring both a picture and number sentence |

**5. Materials Needed:**

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| -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:  Review when remainders are and are not ok, and ask when it doesn’t matter. If student have trouble with this, talk about breaking into equal or ‘almost’ equal groups in class.  Modeling/Demonstration:  Go through the visual learning item in the book. Then do a problem related to items students might need. Perhaps figure out how many pieces of paper or treats each student could have.  Guided Practice and Feedback:  Do problems 1-3 in guided practice together. Go over the number sentence for each.  Independent Practice:  Have students try problems 7, 10, and 11. Play clip and cover bingo using the 9-6 center activity. To cover the square have students write a number sentence on it. Have students play the game in small groups of 4-5 students.  Closing/Review/Preview:  Go over how to write various number sentences as pictures and then make a story problem for them.  Formative Assessment:  Students will be assessed in guided practice, independent practice items, and during cooperative learning groups. 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 showing a **PICTURE and NUMBER SENTENCE**. 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 your answer in an answer sentence.

1. Mrs. Gullo needs to break her students into groups of 4 for a game. Groups cannot have any more or less than 4 players of the game will not work. If she has 31 students, can she play this game? Why or why not. Be sure to include both a picture and a division sentence when you show your work to answer this question.

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

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**11. Reflections**: This lesson was fun and went well. This class really likes drawing, so they enjoyed having time to make pictures. The game didn’t seem as fun for them as I originally thought it would. I might try something different in the future.

**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 (10-12)

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| 80 ÷ 10 = \_\_\_\_ | 88 ÷ 11 = \_\_\_\_ | 72 ÷ 12 = \_\_\_\_ |
| 90 ÷ 10 = \_\_\_\_ | 0 ÷ 11 = \_\_\_\_ | 0 ÷ 12 = \_\_\_\_ |
| 10 ÷ 10 = \_\_\_\_ | 99 ÷ 11 = \_\_\_\_ | 84 ÷ 12 = \_\_\_\_ |
| 60 ÷ 10 = \_\_\_\_ | 66 ÷ 11 = \_\_\_\_ | 96 ÷ 12 = \_\_\_\_ |
| 30 ÷ 10 = \_\_\_\_ | 110 ÷ 11 = \_\_\_\_ | 132 ÷ 12 = \_\_\_\_ |
| 0 ÷ 10 = \_\_\_\_ | 11 ÷ 11 = \_\_\_\_ | 24 ÷ 12 = \_\_\_\_ |
| 100 ÷ 10 = \_\_\_\_ | 22 ÷ 11 = \_\_\_\_ | 36 ÷ 12 = \_\_\_\_ |
| 50 ÷ 10 = \_\_\_\_ | 77 ÷ 11 = \_\_\_\_ | 144 ÷ 12= \_\_\_\_ |
| 120 ÷ 10 = \_\_\_\_ | 121 ÷ 11 = \_\_\_\_ | 60 ÷ 12 = \_\_\_\_ |
| 20 ÷ 10 = \_\_\_\_ | 44 ÷ 11 = \_\_\_\_ | 12 ÷ 12= \_\_\_\_ |
| 70 ÷ 10 = \_\_\_\_ | 33 ÷ 11 = \_\_\_\_ | 108 ÷ 12 = \_\_\_\_ |
| 110 ÷ 10 = \_\_\_\_ | 132 ÷ 11 = \_\_\_\_ | 120 ÷ 12 = \_\_\_\_ |
| 40 ÷ 10 = \_\_\_\_ | 55 ÷ 11 = \_\_\_\_ | 48 ÷ 12 = \_\_\_\_ |