**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** Division Review S**ubject:** Mathematics **Date:** April 9, 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.

2.2.4.D. Estimate sums and differences, products, and quotients, and conclude the reasonableness of those estimates.

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.

CC.2.2.4.A.4. Generate and analyze patterns using one rule.

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

| **Learning Objectives** |
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| This lesson aims to review all previous lessons in the unit prior to testing. |

**5. Materials Needed:**

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| -Jeopardy review PowerPoint |  |

**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.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:  Students will independently complete one problem from each lesson that mirrors similar style test problems.  Modeling/Demonstration:  The teacher will review each of the introductory activity problems with the students modeling how to correctly complete each.  Guided Practice and Feedback:  The teacher will review 1 practice item from each practice worksheet in the lesson to assess students’ comprehension. Additional items may be reviewed if needed.  Independent Practice:  Students will be broken into small groups of up to 5 students per group to play “Jeopardy!” The students should have different noise makers for each group to buzz in to answer to help discern which group answers first. Students have only 30 seconds to answer after buzzing in.  Closing/Review/Preview:  Students will complete a final jeopardy question and celebrate the winning team. Then they will write their homework (3 problems from each practice sheet) down.  Formative Assessment:  Students will be assessed in all parts of this lesson for necessary reteaching.  Accommodations:  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 who are still struggling with any portion of this unit after today’s lesson will be allowed to come for tutoring during recess.

**10. Summative Assessments:** As this is a review lesson, no new summative assessment items are included.

**11. Reflections**: NA- not yet taught

**12. Sources:**

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