Lesson Plan Template

Lesson Segment Focus: Lesson _____2_____of_____3_____

Course & topic addressed _____Math Word Problem Solving_____   Date___3-12-19____ Grade__ 3___

Student Outcomes

Specific learning objectives for this lesson.	Student will complete two-step math word problems.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to have knowledge of basic functions (addition, subtraction, multiplication. Division). They will also need background information of order of operations.
Knowledge of students background (personal, cultural, or community assets)	I will need knowledge of any students with issues of dyslexia and reading issues where they might confuse the words and not understand the problem. I will also need to know of any issues with reading numbers and confusing them.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.3.OA.D.8 Solve two-step word problems using the four operations, and be able to: • Represent these problems using equations with a letter standing for unknown quantity • Assess the reasonableness of answers using mental computation and estimation strategies including rounding Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations).

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Instructional supports that I may use are the smartboard and a note outline to describe the key words to look for in a word problem. To provide varying supports, I will allow the students to try at a problem before we work on it together as a class, as I do this I will walk around assisting anyone struggling. I will also encourage the academic language to be used at all times.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Key words- hints to get us to the true problem (find, describe, sort)** **Variations of phrases to imply addition (more than, plus), subtraction (less than, fewer)**

Materials

Materials needed by teacher for **this lesson**.	Teacher will need smartboard, number counting line iPad, and Math Word Problems app.
Materials needed by students for **this lesson**.	Student will need worksheet at their desk with a pencil and scratch paper. Students will also use iPads at the math center with the Math Word Problems app.

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	**Introduction**:	For the introduction, I will have the students get out their notes outline from the previous math lesson. We will review what the notes said, going over how to find key words, what key words are, and how to pick out the most important parts of a word problem. Students will talk with elbow partner to see what each other knows.
30 minutes	Instruction:	During this time, I will work examples on the smart board. There are six examples that I have lined up some are harder and some are easier. At first, the student will try to work out the problem by themselves. I will walk around the classroom assessing how well the students are understanding and answering questions and guiding the learning in the right direction. After three minutes of them independently working, we will come together as a class and work it out together on the smartboard. After the six examples have been worked, I can gauge who needs more one-on-one interaction to get a better understanding of the concept. Before students can begin centers for the day, I will walk through the new app for one of the centers. In the Math Word Problem app, they will work out problems in picture form, number line, equation, and ten block form before submitting an answer. After that instruction, students will begin centers.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	**Closure:**	Students will clean up from centers and will get back to their desks. After they are settled in, we talk about how word problems can be applied to real life and that makes them important to us. We will then begin getting our art supplies for art block.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

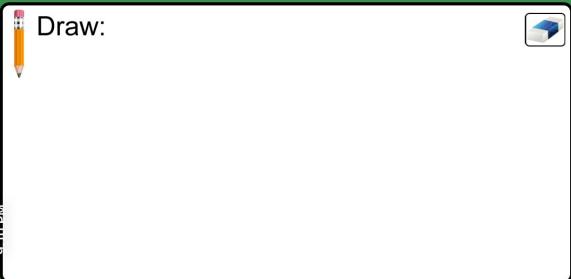| What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

1 / 10

Kate had 2 teddy bears. Her friend gave her 1 more teddy bear. How many teddy bears does Kate have now?

Draw:

Ten Frame:

Number Path:

1	2	3	4	5	6	7	8	9	10

__ + __ = __   or   __ - __ = __

Answer:

Kate has __ teddy bears now.

0	1	2	3	4	5	6	7	8	9	10