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| School Name: Owen Elementary School | Teacher Name: Mary Dolan |
| Date: 12/05/13 | Period/Time Math 1:10-2:15 |
| Room Number: 230 | Grade Level: 3rd Grade |
| Demographics of the class: This class has 22 3rd grade students. They are completing 3rd grade level math standards. There are 11 girls and 11 boys. There is 1 ELL student. 1-Spec Ed/Behavior Disorder - 1Spec Education student. | |

**Step 2: Determine the standard(s) to be addressed in this lesson.**

1. Note the cluster(s), standard(s) or parts thereof addressed in this lesson.

CCSS Math 3.OA.D.8: Solve 2 step word problems using the four operations. (Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.)

1. Note the aspect(s) of rigor called for by the standard(s) being addressed in this lesson.

**Conceptual Understanding** – Students need to understand the four operations. Students need to be able to understand key math words/language sometimes used in word problems.

(more less greater fewer equal groups etc.)

**Procedural Skill / Fluency:** Students need to be fluent in the 4 operations. Students need to fluent in the order of operations.

**Application:** Students can relate these types of word problems to their real world or real life. Students can discuss real life math stories and apply their understanding.

**Step 3: Plan the Lesson**

**Mathematical Goals:**

Students will be able to demonstrate their abilities to solve 2 step word problems. Students will use their understanding of the 4 operations, operation order and key math words/language.

**Materials Required:**

Power Point Presentation

Group Word Problem Charts/Markers

Homework Worksheet

Lesson Plan for Video Lesson Third Grade Math Class - 60 minutes

Whole Class Daily Fluency Practice (5-10 minutes) Warm- Ups!

* Students work on Daily Math
* Students practice multiplication facts – variety of ways

Whole Class (15 minutes)

* Show / Discuss / Review 1 step story problems – multiplication division addition subtraction
* Discuss word problems that have more than 1 step.
* 2 step word problems –Discuss/Work/Try sample problems together (ppt problem)

Collaborative Activity (15-20 minutes)

* Students will work small groups to solve 2 step story problem
* Students will discuss/ show work – using words/ pictures/equations – To show/explain their thinking.
* There will be 2 problems- small group/independent/partners
* If students finish problem number 1 –

\*Teacher will review with students how to work together in a group.

Teacher Role

* Circulate – Observe and listen to group sharing/thinking
* Make note of student understandings
* Are students sharing/discussing / showing their thinking
* Monitor different groups thinking/learning
* Encourage students to work together to show their thinking / paths to solve the problem
* Question groups – Are students struggling? If yes – What are they asking? Where should we start? Did you re-read Problem? Did you underline important information that will help you get started?

Whole Class Discussion (10 minutes)

* Discuss group thinking
* Individual group sharing / how they solved problem 1
* Individual group sharing / how they solved problem 2 (if time)
* Share any “created 2 step problems”

Whole Class – Homework Discussion- 2 minutes

* I will briefly explain homework – (ppt slide)
* Pass out HW- Jot down HW in assignment notebooks
* Homework- Students will create a 2 step story problem at home – They will all have the same information- They can decide what operations they will need to use in their story. They will solve their story problem on Homework-sheet. Students will partner up the next day and solve each other’s problems.

Reflect on the lesson you have just planned and note which of the Core Actions indicators you think this lesson illustrates particularly well.

* CORE ACTION 1 – I think this lesson illustrates all of the indicators from Core Action 1. The lesson correlates directly to the standards 3.OA.D.8. This lesson builds on prior knowledge of previous lessons within the unit of study. It also intentionally addresses the components of rigor called for by standard 3.OA.D.8 and previous ones studied throughout this school year. (3.OA.A.1- 3.OA.C.7)
* CORE ACTION 2 – I think this lesson should also illustrate most of the indicators from Core Action 2. There will be explanations and examples of standards from the past and from the standard 3.OA.D.8. The students will be answering high quality questions and have opportunities to practice / share their developing thinking. I will check for understanding and guide students throughout their thinking and learning. The students will have opportunity share their thinking/work with whole class/teacher.
* CORE ACTION 3 - I also believe that the lesson will target most of Core Action 3 indicators. The students will have 3 problem solving opportunities. This class has had many opportunities to share their paths of learning. They can share in pairs, small groups and in front of whole class. So I believe the culture of this class allows for students to feel comfortable sharing ideas and talking about math in many settings.