

Division Lesson Plan

Lesson: Writing Division Stories

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

MATH 3.2 Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

Performance Objective(s):

The students will write a division story with another student given the division sentence with all the correct parts of a word problem.

Assessment:

The students will be assessed on their division word problems they come up with another student. They will also be assessed on their homework for this lesson.

Advance Preparation by Teacher:

- Create worksheets with division sentence for students to write a word problem
- Have groups of two set aside

Procedure:

Introduction/Motivation:

Last week we started learning about division. What are the ways we learned how to solve division problems? You already know how to write word problems. What do you need to write a math word problem? (Has to have a real world problem and include math) (Bloom: Knowledge Gardner: Verbal/Linguistic)

Step-by-Step Plan:

1. Our lesson today combines our knowledge of how to write a word problem and how to solve a division problem. How could we do this? Turn and talk about how you could write a division story (Bloom: Application Gardner: Intrapersonal) Have students share what type of division story they could create.
2. Watch Develop the Concept and check for understanding during video. Give students chance to work in pairs and think on their own how to solve the questions. (Gardner: Visual/Spatial)
3. Tell students to return back to their seats. They will be put into pairs and each will be given a division sentence worksheet where they will have to write a division story, draw a picture and write the answer to the word problem. These will be presented to the class.
4. How do we make a division problem? We already discussed how to make a word problem, but what is needed to make a division story?
5. While students are working, help assist students. Make sure division stories make sense and it shows that the problem is being divided equally into smaller parts.
6. Students will then present these to the class. Class members will check each other to make sure stories are division sentences.

7. Class will then go over the reteaching 7-5 together. Class will go over example and then number one together. Students will then do numbers 2-4 on their own and will go over the answers together. Number 5 will also be done together as a class.
8. Assign practice 7-5.

Closure:

We have now learned how to write story problems with addition, subtraction, multiplication, and division. What is the difference between these story problems?
(Bloom: Analysis)

Adaptations/Enrichment:

Student with ADHD

This student will be grouped with a student who will be able to handle him and keep him on task during the lesson and the activity. Because the activity is on a sheet for him to be able to write on, this will help him stay focused. Myself and other helpers will be around the classroom to help him stay on task and assist him in the lesson.

Student with Gifts and Talents in Creativity

These students will work with other students who are not as strong in math. They will be able to explain the instructions in order to help the other student understand how to create a division word problem.

Self-Reflection:

- Did the activity with the division stories help the students understand how to create a word problem on their own?
- Was it beneficial to do it in pairs? Or did they need to work on it alone?
- Will the students be able to create word problems on their own after this lesson?