Lesson Plan by Katie Brandon

Lesson: Gross Motor Skills
Length: 20-45 minutes

Age or Grade Intended: 5th grade

Academic Standard(s): Math
5.2.1 Solve problems involving multiplication and division of any whole numbers.

Performance Objectives: When given a locomotor skill of a mammal, the students will perform the skill correctly 4 out of 5 times.

When given a multiplication problem using whole numbers, the students will answer the problem correctly 4 out of 5 times.

When given a division problem using whole numbers, the students will answer the problem correctly 4 out of 5 times.

Advanced Preparation by Teacher: The teacher will have to create multiplication and division problems using whole numbers for the students to answer. The teacher will also have to brainstorm mammals and their locomotor skills so students can perform them in class, when given a math problem. After brainstorming the mammals and creating the math problems the teacher will write the problem and the mammal on a large flip chart.

Procedure:

Introduction/Motivation: How many of you have a pet? (Bloom’s Taxonomy-Knowledge) What type of pet do you have? (Bloom’s Taxonomy-Knowledge) Is it a mammal? (Bloom’s Taxonomy-Knowledge) How do you know it is a mammal? (Bloom’s Taxonomy-Knowledge) Today we are going to focus on mammals and how they move, while completing multiplication and division problems.

Step-by-Step Plan:

1. The students will spread out around the designated area, so they have plenty of room to perform the locomotor skill.
2. The teacher will give an example of a problem and how the student will perform the locomotor skill.
3. The teacher will announce the first mammal and locomotor skill they will perform for the first math problem and then flip to the correct
problem on the flip chart. (Gardener’s Multiple Intelligences-Visual/Spatial)

4. The students will then state the answer of the math problem as a group and perform the designated locomotor skill that many times. (Demonstrating the correct locomotor skill-Bloom’s Taxonomy-Comprehension and Gardener’s Multiple Intelligences- Bodily Kinesthetic and Logical/Mathematical)

5. Steps 3 and 4 will be repeated until all problems and locomotor skills are completed.

**Closure:** The students will go back to their seats and the teacher will inform the students, now that you have warmed up your multiplication and division skills, we will now review, as a class, long division and two and three digit multiplication problems. After reviewing long division and two and three digit multiplication problems the students will work on their math homework/worksheet individually.

**Adaptations/Enrichment:** An adaptation for a student that is hearing impaired would be having the flash cards for them to look at while performing the math problems and locomotor skills. For a student that is learning disabled, they will be allowed to use a multiplication table or calculator to find the correct answer.

**Self-Reflection:** The teacher will be able to tell if the lesson is effective by the amount of full participation from the students. The teacher can also decide if this is a good review for the students after grading the homework/worksheet.