

**California State University, Fullerton  
Elementary and Bilingual Education  
Lesson Plan Format**

Name: Jessica Costa, December 4<sup>th</sup>, 2019 (*Recorded Observation*)

Grade: Fourth Subject/Content: Mathematics/ Foundational Division Time length of Lesson: 30-45 Minutes + Group Time
Home languages: English, Spanish, Vietnamese, Albanian EL levels: 3 Emerging, 4 Expanding, 2 Bridging Class Needs: Auditory Processing, Visual Processing, Post-Traumatic Stress Disorder, Bipolar Disorder, Dyslexia, Phonological Processing, Articulation Impairment, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Attention Deficit Disorder
<b>Materials, including Technology</b> Teacher Materials: White Board, Document Camera, Go Math District Curriculum Pages, Pencil, Desk, White Board Marker, Math Intentions Board Student Materials: Go Math District Curriculum Pages, Pencil, White Board Marker, White Board Desktop
<b>Concept(s)</b> While there are many strategies to divide numbers in real world contexts, using long division can help facilitate quick and accurate answering of mathematical questions.
<b>Alignment with Standards</b> <u>CCSS.MATH.CONTENT.4.NBT.B.6</u> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
<b>Objectives</b> Content: Students will be able to begin to utilize long division to solve division problems and to compare this method to other (previously learned) methods.  Language: Students will be able to discuss their preferences for different division methods, as well as their beginning understanding of long division with small and large student groups.
<b>Assessment</b> Students will be informally assessed throughout this lesson. Students will first be informally assessed when they are asked to describe and use their favorite division method. This will help me to identify any gaps in understanding/misunderstandings. Students will also be informally assessed so that I am able to understand their initial interpretations of long division, including the steps, general theory, and real-world application. Students will self-asses their progress in the subsequent lesson and then be formally assessed using an application task and district-mandated short-hand review in approximately two lessons, depending on student need and prior assessment findings.

<b>Vocabulary/Literacy Skills</b> Vocabulary <ul style="list-style-type: none"> <li>- Divisor</li> <li>- Dividend</li> <li>- Divide</li> <li>- Long Division</li> </ul> Literary Skills <ul style="list-style-type: none"> <li>- Students will speak and listen when discussing their favorite methods of division, as well as how they plan to solve problems using long division.</li> </ul>	
<b>Co-Teaching Strategies</b> <ul style="list-style-type: none"> <li>• One Teach, One Observe/Assist/Station Teaching</li> </ul>	
<b>Name of Instructional Model</b> <ul style="list-style-type: none"> <li>- <b>Instructional Model:</b> Classroom Discussion; Gradual Release of Responsibility</li> <li>- <b>Positive Learning Environment:</b> Inviting Multiple Responses; Allowing Flexibility in Responses (including verbal and non-verbal); Partner Input</li> <li>- <b>Room Arrangement:</b> Collaborative Table Groups</li> <li>- <b>Student Groupings:</b> Initial Explanations: Whole Group; Practice Period: Small Groups</li> <li>- <b>Classroom Management:</b> Waterfall, Waterfall; Class Points; If You Can Hear Me Clap Once; Active Listening Reminders; Quiet Hand Expectations</li> <li>- <b>Accommodations/Modifications:</b> Think-Pair-Share; Vocabulary Explanations/Enrichment; Verbal/Physical Directions; Active/Partner Learning; Written/Verbal Response</li> </ul>	
<b>Procedure</b>	
<b>A. Focus/Motivation (Open)</b>	(Time estimate: About 15 Minutes)
<ul style="list-style-type: none"> <li>- Ensure students have the necessary supplies: blue folder, Go Math pages, a pencil, whiteboard, and marker</li> <li>- Show students the math board and their progress in using division strategies. Briefly assist students in recalling which methods have been utilized so far, using both verbal and physical student-created models.</li> <li>- Ask students to quietly reflect on the division strategies they have learned and to decide which strategy(ies) they would prefer to use up to this point. Ask students to share out and expand on responses.</li> <li>- Provide a sample problem and ask students to solve using the method of their choice and compare this to the method used by a table partner(s). Ask for share out responses.</li> </ul>	
<b>B. Development (Body)</b>	(Time estimate: About 20-30 Minutes)
<ul style="list-style-type: none"> <li>- Introduce long division and model the completion of a problem as students observe and listen to an explanation of how long division is related to place value.</li> <li>- Ask students to follow along with two problems as everyone completes them step by step on the tables. Ask for questions and comments regularly, both individually and through choral response.</li> <li>- Model using think-aloud techniques with each step. Call on background knowledge from previous strategies and mathematics vocabulary lessons to show what long division is and why it can be beneficial.</li> </ul>	

- Guide students in completing a problem(s) on their own. Circulate the room to provide assistance, build language skills, and answer questions.
- Break into formative math groups, allowing each group to focus on specific skills and to practice long division using a math curriculum sheet.

**C. Closure (Close)**

(Time estimate: About 5 Minutes)

- Close the lesson by asking students to reflect on this method (compared to others) and reassure them that they will be completing additional practice on this topic and that this was only an introductory day.