**IPIR** – Instructional Planning, Implementation, and Reflection *(with edTPA Preparation)*

## Part A: Context for Learning:

| About the Client |
|---|
| Actual Grade level: 6th |
| Identified Level (from testing): 3.8 |
| Special Needs:<br>(If applicable, include an explicit and specific description of how you will implement accommodations/ modifications.)<br>ADHD – we'll be in a study room with minimal distractions<br>Visual/Spatial Disability (Suspected Dyscalculia) – manipulatives will be used; other accommodations will be made (see below). |

## Part B: Planning:

# WEEKLY LESSON PLAN TEMPLATE

| **Preliminary Information** | |
|---|---|
| **Subject / Topic: Mathematics** | **Date of Lesson: 04/16/18** |
| **Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials)**:<br><br>Whiteboard, markers, multiplication table, calculator, worksheets, manipulatives (cubes or skittles) | |
| **1. What are your goals for student learning and why are they appropriate for these students at this time?** | |
| **Big Idea or Concept Being Taught - - CENTRAL FOCUS** | |
| Concepts of division<br>The division algorithm | |
| **Content Standards**<br>State<br>Common Core | |
| VA SOL 4.4c estimate and determine quotients of whole numbers, with and without remainders<br><br>CCSS.MATH.CONTENT.4.NBT.B.6<br>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. | |
| **Learning Objective(s)**<br>(These must be behavioral & measurable.)<br>**STATEMENTS OF WHAT STUDENT WILL KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THE LESSON**<br>(consider all three domains) – Include condition, performance, criterion | |
| Given a division worksheet, the student will be able to solve division problems using the division algorithm getting 8/9 correct. | |
| **2. How will you support your client to meet your goals? Describe EXPLICITLY what you will do!** | |
| **BEGINNING: Launch/Hook/Anticipatory Set** | |

(How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage the client?)

The hook will be the diagnostic information making sure he remembers what he learned last time. This will be especially important with the time between sessions.

**MIDDLE: Instructional Strategies to Facilitate Student Learning**

(For example: How will you engage students with ideas/texts to develop understandings? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning…for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? **Detail your plan.** Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.)

Instruction / Modeling:
1. I will review the basic concepts of division from last week
2. I will explain how that connects to the division algorithm using the skittles as manipulatives. In certain problems, the algorithm is unnecessary as the divisor divides each digit in the dividend. Most problems are not this way, so we need a set of steps to follow to solve these problems. When working with the skittle manipulatives, division is represented by grouping the skittles. For example, 4 / 2 = 2 is performed by taking four skittles and dividing them into two groups.
The division algorithm will be taught as follows:

a. the problem will be written i.e. $5\overline{)234}$
b. we will work from right to left to solve the problem
c. 5 does not go into 2, so we look at 23.
d. we grab 23 skittles and divide them into 5 groups. We have 4 r.3.
e. 4 is written above the 3 in 234. We have 3 (rather, 30,) left over. We bring down the 4 since 5 doesn't go into 3. This is just like step c.
f. we grab 34 skittles and divide them into 5 groups. We have 6 r.4
g. 6 is written above the 4 in 234.
h. we have no more numbers to bring down, so we are finished. The final answer is 46 r.4

Guided Practice:
Guided practice are problems we work on together. I will write problems out for him, and he will solve them with my guidance.

Independent Practice:
Independent practice will be a worksheet from Math is Fun website

**END: Closure**

(How will you end the lesson in a way that promotes student learning and retention?)

To close, I'll highlight the usefulness of the algorithm using the manipulatives.