Lesson Plan Assignment #3 & Reflection Questions

Description
Prepare a detailed lesson plan for the item in the box below. Use the outline provided by the instructor that is posted on Blackboard. Each plan must be a scripted typed written account of what you will say and do and the sequence in which it will be done. It must be presented in dialogue format.

For this particular lesson, the students have never been exposed to fractions as a part of a group of this type. Use the guided discovery approach only. Submit two copies of each plan. One is to be submitted electronically via Blackboard, and the other a hard copy which is to be submitted at the beginning of class.

As you plan this lesson for your third graders, I want you to think about modifications that you will need to make for the following diverse groups of students in your class. 1. Maria, Deborah, and Juan who are ESL students; 2). Jackie and Blondell who have a learning disability and are about one grade level below in math, and 3). Natasha and Jared who are very bright and above average students. Attach/ include the adjustments you will make for each group of students in what areas, and explain your decision(s). I have given you names so that you may make some deliberate decisions within the lesson where appropriate to show that you are including them strategically and meaningfully, if you so desire. If you differentiate their assessments or other parts of the lesson, or make other such decisions, please so indicate in the plan. Equity is important in teaching and learning. When you meet the needs of all students you are promoting equity in your class.

Plan #3
Prepare a detailed lesson plan to enable students in your third grade class to be able to identify a fractional part of a set or group.

To ensure clarity, this objective that you will write and for which you will design a detailed lesson plan allows students to solve varied problems of the following type: 1/3 of 12 = [  ] or 4/5 of 20 = [  ] or 2/3 of 24 = [  ] etc. or other similar fractional parts of a set or group. Students have never done this type of fraction before, though you have worked on other fraction concepts prior. This is a new introductory lesson for them.

As part of your independent practice exercise, include a Part 11 [for me only], and in this part write two word problems that would be consistent with this objective.

Due date: Tuesday, October 23, 2012

Rita J. Howard, Ph. D.
Professor of Education
Fall 2012
10/03/12
Upon completion of your lesson plan, I want you to respond to the following items along with any other original thoughts you had.

1. How did you go about determining the structure of the content?
2. How did you decide what the prerequisite skills for this objective would be?
3. What teacher materials and resources did you use?
4. Why did you choose that type of introduction?
5. How did you go about familiarizing yourself with the content needed for this lesson?
6. How did you plan for student active engagement?
7. How did you decide on the tasks and type of tasks you would use and give students to perform?
8. Why did you choose those tasks in #7?
9. How did you use technology to help with the development of the skills?
11. What specific theories or research based ideas did you pull from to help children make sense of the mathematics of this lesson? Give specific examples.
12. How did you use communication to encourage learners to share their developing understanding?
13. What specific connections did you make between this lesson and the previous ones?
14. What challenges did you experience in designing this lesson?
15. How might you overcome those challenges for the next plan? Be specific.
16. What would you do differently in planning for this same objective?

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EDU 257
October 03-2012
Lesson Plan Assignment #4 & Reflection Questions
Due October 30, 2012

Description
Prepare a detailed lesson plan for the item in the box below. Use the outline provided by the instructor that is posted on Blackboard. Each plan must be a scripted typewritten account of what you will say and do and the sequence in which it will be done. It must be presented in dialogue format. For this particular lesson, the students have never been exposed to fractions as a part of this type. Use the guided discovery approach only. Submit two copies of each plan. One is to be submitted electronically via Blackboard, and the other a hard copy which is to be submitted at the beginning of class.

As you plan this lesson for your third graders, I want you to think about modifications that you will need to make for the following diverse groups of students in your class. 1. Maria, Deborah, and Juan who are ESL students; 2). Jackie and Blondell who have a learning disability and are about one grade level below in math, and 3). Natasha and Jared who are very bright and above average students. Attach/ include the adjustments you will make for each group of students in what areas, and explain your decision(s). I have given you names so that you may make some deliberate decisions within the lesson where appropriate to show that you are including them strategically and meaningfully, if you so desire. If you differentiate their assessments or other parts of the lesson, or make other such decisions, please so indicate in the plan. Equity is important in teaching and learning. When you meet the needs of all students you are promoting equity in your class.

Plan # 4

Prepare a detailed lesson plan to introduce the same group of third grade students to equivalent fractions. They have never done equivalent fractions before. As a matter of fact, you are aware of what fraction concepts they were working on all of last week of which lesson plan #3 was for day one of that week. You are pleased with their progress on that objective for the week and have decided to move to another level of fractions which is equivalent fractions for today. Plan that introductory lesson on equivalent fraction.

For clarity, students will come away from your lesson today with the understanding of how two fraction are equivalent or equal. Please show all models or other representations in your plan for me to be able to see what students are seeing.

Rita J. Howard, Ph. D.
Professor of Education
Fall 2012
10/03/12
Reflection Questions for Lesson Plan #4
Due October 30, 2012

Upon completion of your lesson plan, I want you to respond to the following items along with any other original thoughts you had.

1. How did you go about determining the structure of the content?
2. How did you decide what the prerequisite skills for this objective would be?
3. What teacher materials and resources did you use?
4. Why did you choose that type of introduction?
5. How did you go about familiarizing yourself with the content needed for this lesson?
6. How did you plan for student active engagement?
7. How did you decide on the tasks and type of tasks you would use and give students to perform?
8. Why did you choose those tasks in #7?
9. How did you use technology to help with the development of the skills?
11. What specific theories or research based ideas did you pull from to help children make sense of the mathematics of this lesson? Give specific examples.
12. How did you use communication to encourage learners to share their developing understanding?
13. What specific connections did you make between this lesson and the previous ones?
14. What challenges did you experience in designing this lesson?
15. How might you overcome those challenges for the next plan? Be specific.
16. What would you do differently in planning for this same objective?

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EDU 257
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