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**Screagle Simulation Station Lesson Plan Template MATH 392**

Please upload your Lesson plan TWO WEEKS before your Screagle Simulation session.

Upload by using the Google Forms link provided [here](https://www.usi.edu/science/teacher-education/screagle-simulation).

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| Logo  Description automatically generated with low confidence  **Screagle Simulation Station Lesson Plan—MATH 392** | | | | | |
| Teacher Candidate Name | |  | | Date or Lesson # |  |
| Subject | | How Many Groups Division | | Grade Level | 3rd |
| Standards: [IDOE Standards page](https://www.in.gov/doe/students/indiana-academic-standards/)  3.CA.4 Model the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Model the properties of 0 and 1 in division using objects or drawings. (E)  PS.1: Make sense of problems and persevere in solving them  PS.2: Reason abstractly and quantitatively  PS.3: Model with mathematics | | | Learning objectives:  Students will be able to model a how-many-groups (partitive) division problem using both a picture and an equation. | | |
| How does your lesson connect to the Science of Reading? Check the box(es) that apply | | | | | |
| * Phonemic Awareness * Phonics * Fluency * Vocabulary * Comprehension * Writing | | | | | |
| Materials | Students will have access to chips (counters) that can be used to model the crayons. | | | | |
| Task | Caroline has a lot of art supplies. She wants to organize these materials into containers. She counted and she has 72 crayons. She found boxes that can hold 8 crayons. How many boxes does she need? Write an equation that models your thinking.  **Worthwhile Extension:** Caroline also has 128 pieces of colored paper. She has 4 bins to organize her papers. How many pieces of paper should be in each bin? | | | | |
| Time Frame | How long is your lesson? (Plan for a 10-12 minute lesson) | | | | |
| Learning Task: Opening | (Describe the hook...the objective...) | | | | |
| Learning Task: Lesson Body | Anticipate at least 3 different ways students will solve this problem and then write an assessing and advancing question for each method.  When anticipating student solutions, it is important to consider methods that will NOT result in the correct answer and methods that are different from the standard algorithm. Additionally, you may want to consider ways that students will solve it concretely as well as the traditional abstract way. Finally, it may be helpful to think about what you would do for a student is stuck or unable to start. How would you support that student? | | | | |
| Learning Task: Closure | Write a transcript of how you hope the whole class discussion will transpire. Think about; (1) what students should present their methods for the class, (2) what ideas about their methods should be made explicit to the class, (3) what connections you want students to make between the methods, and (4) what are the major ideas you want to ensure students understand about the lesson. | | | | |

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| **Screagle Simulation Station Conductor (cheat sheet)** | |
| What students should know for this activity (background knowledge): | Any notes you want the Conductor to know/have for this lesson prior to teaching: |