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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | |
| **Lesson Title:** | | **Math Talks/ Power Up** | | | **Lesson #** | | **1** | **Date:** |  | | |
| **Name:** | **Josh Boldt** | |  | **Subject:** | | **Math / Math writing** | | | | **Grade(s):** | **4/5** | |

**Rationale: (lesson context and reasons why lesson matters)**

This lesson will focus on a math problem that will have students in pairs trying to solve it. They will develop their own strategies and share them with the class. This sharing allows for students to develop a clear picture of how they approached the problem as well as learn from other classmates and their ideas.

We will also review addition, subtraction, multiplication and division strategies

***Curriculum Connections : (which can be: big ideas / learning standards /curricular competencies/core competencies)***

[*https://curriculum.gov.bc.ca/*](https://curriculum.gov.bc.ca/)

1. Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
2. Visualize to explore mathematical concepts
3. Develop and use multiple strategies

* visual, oral, play, experimental, written, symbolic

**Learning Intentions- (learner friendly language such as: I can …..)**

* **I can work cooperatively with my classmates to solve a problem**
* **I can understand and share my strategies for solving the problem**
* **I can play new math games with my classmates**

**Prerequisite Concepts and Skill :( for student success)**

* **Ability to write**
* **Prior experiences solving math problems and sharing out**

**Materials and Resources with References/Sources:**

|  |  |
| --- | --- |
| **Teacher** | **Students** |
| Worksheets with problems on them | Pencil  Small white boards, markers and socks (for cleaning the boards) |

**Differentiated Instruction (DI): (accommodations)**

**Three students have difficulty writing for longer periods (would have more success using a laptop) so I will have three laptops available for them to use for the writing I don’t think they will need them**

**Assessment and Evaluation: (formative and summative possibilities related to curricular connections)**

**I will monitor their progress during the math lesson as well as pay close attention to the strategies that they developed and their participation through-out the lesson**

**Organizational/Management Strategies: (anything special to consider?)**

**The students will start the lesson with 5 questions that are written on the white board. “Power Up”. Once they have had time to work on the questions I will look them over/meet with the group to discuss them at the board and hand out the problem. Management will stem from the constant movement and changes of pace in the lesson.**

***Possible Aboriginal Connections / First Peoples Principles of Learning***

*<http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf>*[and](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf) *[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal\_education\_bc.pdf](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf)*

**Lesson Activities:**

|  |  |  |
| --- | --- | --- |
| Teacher Activities | Student Activities | pacing |
| **Introduction**  I will start the lesson will begin with a “power up”. math questions will be written on the white board. There will be addition, subtraction, multiplication, and “new to them” division, plus a time question.  They will have ten minutes to work through these in their power up books.  Check their work  Review some of the strategies that they used  **Body**  Show the students the fire house problem and explain the story to them.  Break them up into groups and allow them time to work through the problem  Gather together and discuss the strategies that they used to develop their answers  **Closing**  **Division math games “remainders” if time permits** | * Work independently on the power up questions using white boards for their work and their power up books for the answers. * Bring their work to be checked once finished * Break into groups quietly and efficiently * Participate in the building of strategies with group members * Allow each group member to give input into the group’s strategy * Persevere and try, even when frustrated * Share with the class their answers and approaches to the problem * Play the new math game cooperatively and within the rules * Clean up and have snack/recess | Approx  25mins  25mins  10mins |

**Math problem example:**

