Teresa Patton - Lesson Plan #1

Math – 4th grade

45 min. class period

This lesson plan reflects setting up an environment where everyone opinion matters and each students comments are valuable. (Jackie Gulino) I have also allowed for processing time (Jackie Gulino) with a focus on the process, not the product. (Jackie Gulino) I loved the idea of using a math journal to have students reflect on the day. I especially loved the math prompts that Jackie had.

# SOL - Computation and Estimation

##### Focus: Factors and Multiples, and Fraction and Decimal Operations

4.4 The student will

a) estimate sums, differences, products, and quotients of whole numbers;

b) add, subtract, and multiply whole numbers;

c) divide whole numbers, finding quotients with and without remainders; and

d) solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.

Materials: individual white boards and markers, post-it notes, estimation worksheet A, Jar will jelly beans (pre-counted).

Warm-up – Have the students put a post-it note on the continuum on the wall to show their feelings about math. Continuum goes from “I love Math and look forward to it every day” ….to….”I detest math and hope the teacher forgets about it”.

* Ask students – How do you feel about math? And have the students take their post it note and place in on the wall between the two extremes to reflect their feelings about math.
* After students place their post-it notes on the continuum, have a discussion at your table of 4 about why some people like math and some do not.
* Have each table come up with ideas of what would make math more enjoyable for everyone. Write 3 ideas on the white board provided.
* Then have a class discussion on the above questions coming up with some things that could be implemented to make math more enjoyable.

Estimation: Start with presenting a problem of the day.

Estimate how many jelly beans are in the jar on my desk. Write your estimate on the post it note and put it in your desk.

1. Count with students up and down in a number range. Gradually work toward more difficult ranges. Then provide students with problems such as these to be answered on their individual white boards.
   1. What number comes before 6? After 19? After 30? Before 11? Before 769? After 999? Before 1001? After 997? Before 1450? After 1998? Before 9,999? After 11,203?
2. Estimation worksheet – Pass out worksheet A. (This is the worksheet Jackie had us do in class with the four graduated cylinders.) Have students think about how they would solve the problem. Allow for processing time. Have students discuss with their table how they would solve this problem.
3. Class discussion – Students share how their groups solved the problem.
4. Go back to the Problem of the Day – Ask students if they want to change their estimation now that they have done several estimation problems. Have the students write their new estimation on the same post-it note if they want to change their first guess.
5. Have the students discuss with their table how they arrived at their estimation.
6. Have a class discussion as to how each table arrived at their estimation.
7. Tell the students the correct answer and share the jellybeans with the class.
8. Use the math journal to write from the math journal prompts for the last 5 min. of class.