Grade: 3rd		Subject: Mathamatics	
Materials: task cards, answer cards, whiteboards		Technology Needed: None	
Instructional Strategies:		Guided Practices and Concrete Application:	
Direct	instruction Peer teaching/collaboration/		
Guide	d practice cooperative learning	Large group activity Hands-on	
Socrat	tic Seminar Visuals/Graphic organizers	Independent activity lechnology integration	
Learni	ing Centers PBL	Pairing/collaboration Imitation/Repeat/Mimic	
Lectur	re Discussion/Debate	Simulations/Scenarios	
Techn	ology integration Modeling	Other (list)	
Other	(list)	Explain:	
0 11101			
Chan dand(a	<u>.</u>	Differentiation	
Standard(s	b)	Differentiation	
S.UA.8 SON	these problems using equations with a letter standing for	problems starting with addition and subtraction. Only use one	
the unknow	these problems using equations with a letter standing for	problems starting with addition and subtraction. Only use one	
	wir quantity.	operation for both steps.	
		Above Proficiency: Have students complete more complex story	
Objectively	cl	problems/extra story problems. Use multiple operations including	
By the end	of the lesson the student will be able to solve two-sten word	multiplication and division	
by the end	of the lesson the student will be able to solve two-step word		
problems b	by many key mornation in the problem.	Annroaching/Emerging Proficiency: Have student complete story	
		problems using different operations for each step.	
Bloom's Ta	axonomy Cognitive Level: apply		
		Modalities/Learning Preferences:	
		, .	
Classroom	Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the	
Students w	vill be working together as a class for the beginning of the	lesson, rules and expectations, etc.)	
lesson. Stu	dents will be at their desk. When transitioning from group	Students will be expected to have a level 1 voice during work time.	
work to ind	dependent work, students will keep a quiet voice and stay on	Students will be expected to complete their problems and quietly bring	
task.		their sheets to the teacher. Students will take turns writing their words	
		on the board to complete the phrase.	
Minutos	Brocoduros		
Minutes	Procedures		
Minutes 5	Procedures Set-up/Prep: Have task cards ready		
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Minutes 5 3	Procedures Set-up/Prep: Have task cards ready Have story problems on the board Have small whiteboards ready for the students Engage: (opening activity/ anticipatory Set – access prior leaded)	arning / stimulate interest /generate questions, etc.)	
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Ine class will with	k together to finish the phrase		
2 Review (wrap up and tra	eview (wrap up and transition to next activity):		
Go over the cor	leted phrase as a class		
 Talk about if we 	ee story problems in places other than math		
Formative Assessment: (linked to obj	tives, during learning) Summative Assessment (linked back to objectives, END of learning)		
• Progress monitoring throughout	isson (how can you document		
your student's learning?)	Look back on the students work handed in and observe their answers		
	and work/problem solving		
Walk around and observe students as	ey complete their math		
problems, Ask why they used the op	ation they did, what numbers		
did the story problem ask you to use?			
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
Reflection (What went well? What di	the students learn? How do you know? What changes would you make?):		
Kenection (what went went will what u	ine students learn: now do you know: what changes would you make: j.		
WHAT WENT WELLS There was a great	tart by baying students talk in their learning centers about what a story problem is. This opgaged them in		
the losson and had them interested 1	and by having students tak in their learning centers about what a story problem is. This engaged them in		
the lesson and had them interested. I also think doing the story problems on their board together as a class helped gain an understanding of 2-			
step story problems. The students were engaged in the lesson and excited to find out the hidden phrase on the board. Having the students			
complete a phrace belood get student	or commere men slow ocoments where normally they might litsline sherracken and not do the Work. I		
complete a phrase helped get student	well. When students started to fisish their problems they detailed be sheard acted and the do the work in		
complete a phrase helped get student also feel that the student help went ve	/ well. When students started to finish their problems they started to help other students around the		

CHANGES: Things I would change would be the amount of problems given to the students. I would have them start with 1 and may get another once they have finished the first. I would also change the story prblems to be addition and subtraction for the first independent one. This would help students grasp the concept of 2-steps. The students seemed to struggle with the higher level thinking problems that include multiplication and division. I should have also labled the spots where students turn in their work, pick up words to write on the board. This would have brought down the times students interupted me while I was working with other students. I would also need to work on classroom management by having students have quiet voices while working independently. My practicum teacher gave great ideas on changing the lesson by making the problems easier. Together we sat down and wrote out problems.

Overall, the students enjoyed the lesson and were excited to solve the phrase as they finished their math problems.