

Challenge students to use their understanding of standard algorithm division to list multiples while solving division problems. Focus on their language use and opinions in this pre-lesson to the Partial Quotients Method lesson.

Objectives

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Academic

Students will be able to divide two-digit divisors by listing doubled multiples.

Language

Students will be able to present an opinion about multiples involving divisors using sentence stems and peer conversations.

Materials and preparation

- Chart paper
- Class set of [Division: Listing Multiples](#)
- Teacher copy of [Formative Assessment: Peer Persuasion Checklist](#)
- Class set of whiteboards
- Class set of [Vocabulary Cards](#)
- Class set of [Glossary](#)
- Teacher copy of [Teach Background Knowledge Template](#)
- Teacher copy of [Write Student-Facing Language Objectives Reference](#)

Vocabulary

TIER 2

compare: to say or note how something is similar to or different from something else

digit: a single whole number

factor: the number multiplied by a nother number to get a product

strategy: a plan of action to solve a problem

TIER 3

partial quotients method: a way to solve division problems by repeatedly finding pieces of the quotient, or partial quotient, and then adding up all the quotients to determine the answer to the division problem

dividend: the total number that will be divided in a division expression

divisor: the number of groups in a division expression

multiples: a list of products specific to a factor (e.g., 4, 8, and 12 are all multiples of 4)

Digit Divisor Lesson Plans

**Kate Kinne O'Neill, Angie B.
Whittington**



Digit Divisor Lesson Plans:

Lesson Plans in Arithmetic Alva Walker Stamper, 1909 **Japanese Lesson Study in Mathematics** Masami Isoda, 2007
In *Before It's Too Late* A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century 2000 in the US the authors quote from James Stigler's conclusions from various videotape research studies of mathematics teaching The key to long term improvement in teaching is to figure out how to generate accumulate and share professional knowledge Japanese Lesson Study has proved to be one successful means This book supports the growing movement of lesson study to improve the quality of mathematics education from the original viewpoints of Japanese educators who have been engaging in lesson study in mathematics for professional development and curriculum implementation This book also illustrates several projects related to lesson study in other countries **Lesson Plans in Arithmetic** Kate Kinne O'Neill, Angie B. Whittington, 1916 *The Complete Book of Multiplication and Division, Gr. 2-3, eBook*, 2004-04-07 *The Complete Book of Multiplication and Division, Gr. 4-6, eBook*, 2004-04-07 **Better Lesson Plans, Better Lessons** Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871 *The Construction Zone* Denis Newman, Peg Griffin, Michael Cole, 1989-04-28 In its description of several years of painstaking classroom observations and carefully crafted experimental interventions the construction zone makes clear the cleavage lines between the everyday requirements of classroom teaching and the practice of experimental psychologists The best intentions of researchers to improve education are often undermined by such differences The construction zone is the shared psychological space within which teachers construct environments for their students intellectual development and students construct deeper understandings of the cultural heritage embodied in the curriculum The core of the book is a set of analyses of children's developmental changes during classroom lessons and individual tutorials designed to teach basic concepts in such diverse areas as natural science social studies and arithmetic Fusing techniques currently in wide use in microsociology

experimental psychology and ethnographic studies of the classroom the authors offer a compelling vision of intellectual development as a process of joint constructive interaction mediated by cultural artifacts Their approach makes it possible to retain the strength of a developmental perspective which treats intellectual change as a constructive process in the spirit of Piaget while making it clear that developmental change is simultaneously a social process of cultural transformation as emphasized by Vygotsky and his students

Studying Classroom Teaching as a Medium for Professional Development

National Research Council,Policy and Global Affairs,Board on International Scientific Organizations,U.S. National Commission on Mathematics Instruction,Division of Behavioral and Social Sciences and Education,Center for Education,Mathematical Sciences Education Board,2002-08-09 The Mathematical Sciences Education Board MSEB and the U S National Commission on Mathematics Instruction USNCMI took advantage of a unique opportunity to bring educators together In August 2000 following the Ninth International Congress on Mathematics Education ICME 9 in Makuhari Japan MSEB and USNCMI capitalized on the presence of mathematics educators in attendance from the United States and Japan by holding a two and a half day workshop on the professional development of mathematics teachers This workshop used the expertise of the participants from the two countries to develop a better more flexible and more useful understanding of the knowledge that is needed to teach well and how to help teachers to obtain this knowledge A major focus of the workshop was to discuss teachers opportunities in both societies using teaching practice as a medium for professional development Another focus of the workshop addressed practice by considering the records of teaching including videos of classroom lessons and cases describing teachers and their work These proceedings reflect the activities and discussion of the workshop using both print and video to enable others to share in their experience

A Curriculum of Unquestionable Value and Lasting Relevance

Lee Smith,2022-02-16 Many of the people who are saying the schools are not providing students with the knowledge and skill levels needed for today s or tomorrow s workforce when they were in school were high achievers Many were the best and brightest their schools had to offer They also received their education during an era criticized as having not provided them with the knowledge and skills levels adequate for then or today s needs As defective products of the problem they are not capable of meeting the challenge of effecting meaningful and lasting educational curriculum change This brings up the question of what qualifies this author then to speak with authority on how to affect meaningful and lasting educational reform The answer is that he is not part of all this Many of the reformers recognize him as the guy who would punch them in the arm and take their lunch money The author was also the class clown His teachers said he was failing because he daydreamed in class They said he was failing because he did not turn in his homework They said that while he had learned to walk and talk on his own without any help from them that he had some organic problem keeping him from learning What all these teachers and counselors and evaluators and probation officers and school board members and parents and foster parents and everyone else never ever said is that he was struggling with division because he had not

mastered the times tables They just did not know perhaps really did not care He knew this and in the early part of the fifth grade he decided his life would be better and easier if he submitted to learning the multiplication tables For this reason he is essentially self educated and so has a particularly different point of view from these other self described poorly prepared products of the education system In addition to being outside the public education system another factor in his qualifications to evaluate the nation s educational efforts is his shoes they are steel toed

Colors-TM Jyoti Swaroop, Geeta Oberoi, Term Book *Math Phonics - Division* Marilyn B. Hein, 1997-03-01 In just minutes a day students can master math facts with this specially designed program Using rules patterns and memory tools similar to those used in language arts Math Phonics tm is great for introducing concepts or providing alternative techniques

Journeys-TM J. Isaac Rajkumar, P. Yesudhas, M. Uma Maheshwari, Jyoti Swaroop, Geeta Oberoi, Vikram Mehta, Dr LC Sharma, Term Book Primary Teaching Catherine Carden, 2018-11-15 This book includes full coverage of the content of professional studies modules and goes beyond to support trainees on placements and in their learning on the course

Mathematics Explained for Primary Teachers Derek Haylock, Ralph Manning, 2014-06-19 Get access to an interactive eBook when you buy the paperback Print paperback version only ISBN 9781446285879 A Unique Blend of Digital and Print Learning Resources 5 Star student reviews A must have for teachers to be especially those who are a bit shaky on their maths knowledge Not many maths books keep me fixated but this is one that is definitely worth the money It is a book I will be using even when in the classroom Mathematics Explained for Primary Teachers develops your understanding of mathematical concepts and processes and how children learn them so you can confidently teach mathematics to primary children Tried and tested the fifth edition of Derek Haylock s much loved textbook matches the 2014 curriculum requirements for England Every chapter integrates children s learning classroom practice and teacher s own requirements for subject knowledge making this the ideal text to guide you through your studies and beyond More than just a book The new edition is supported by FREE access to an interactive eBook and a companion website allowing you to use a wealth of teaching and learning resources You can use the eBook to study where and when you want and read annotate and search the book on a tablet laptop or PC You can also visit study.sagepub.com/haylock5e to access Videos by the author introduce core themes of each section and explain key mathematical processes Links to the National Curriculum specify the statutory requirements for primary schools in England that relate to the mathematical content of each chapter Learning and Teaching points highlight important issues you may face in the classroom and provide practical guidance for teaching Self assessment questions help check your understanding and provide immediate feedback to see how well you have done Select SAGE journal articles to support literature reviews and wider reading Lesson Plan Activities by Ralph Manning support content focused chapters and contain creative mathematics tasks across the primary age range A Student Workbook is also available to accompany this book including over 700 practice problems to help you understand apply and teach primary mathematics Derek Haylock is an education consultant and writer

with a background in mathematics teaching teacher education and classroom based research in mathematics education Ralph Manning is an independent consultant in primary education He has worked as a primary teacher and as a lecturer in primary teacher education for 18 years following a career in IT interactivity only available through Vitalsource eBook

Level Up Your Lesson Plans Teresa K. Kwant, 2025-04-28 Level Up Your Lesson Plans Ignite the Joy of Learning with Fun and Educational Materials Tired of spending hours on lesson plans Discover strategies to streamline your planning process and maximize student engagement Access exclusive templates tools and resources designed to help you create effective lessons that align with learning standards Save time reduce stress and elevate your teaching game In Level Up Your Lesson Plans Ignite the Joy of Learning with Fun and Educational Materials teacher Teresa Kwant delivers an exciting and practical instruction book for teachers interested in adding fun into their lesson plans without sacrificing educational strategies The book walks you through how to transform your teaching materials and lessons into interactive collaborative and enjoyable learning experiences for both the teacher and students Kwant draws on personal and professional experiences to give actionable steps you can implement immediately You ll also find Tips for aligning your lessons with standards to make them both fun and engaging Strategies for building your own instructional plans for daily success with student learning Techniques to develop your own lessons plans efficiently and with high engagement Perfect for new and veteran classroom teachers looking for student engagement tips Level Up Your Lesson Plans is a hands on playbook for planning smarter so you teach better This book is the hands on creative teaching playbook the education community has been waiting for

Differentiated Activities and Assessments Using the Common Core Standards Carolyn Coil, 2011 **Houghton Mifflin**
Math Central Laurie Boswell, Patsy F. Kanter, 1999 *Normal Instructor and Primary Plans*, 1919 *Teaching Mathematics to the New Standard* Ruth M. Heaton, 2000-01-01 With refreshing candor Ruth Heaton an elementary mathematics educator with ten years of experience describes and traces her efforts to change her teaching practice in response to current national reforms in mathematics education Part of what makes this account so compelling is that Heaton explores her changing practice from the vantages of both teacher and researcher In the face of increased standards and state mandates Heaton does learn new ways to teach and the results of her experience are of great value to educators everywhere who face increasing challenges to their craft This autobiographical and academically rigorous book makes a much needed contribution to the literature on teaching and offers an insider s view of the nature and process of changing one s practice

Tools for Teaching Fredric H. Jones, Patrick Jones, Jo Lynne Talbott Jones, 2007 This extended special edition of Mark Lewisohn s magisterial book *Tune In* is a true collector s item featuring hundreds of thousands of words of extra material as well as many extra photographs It is the complete uncut and definitive biography of the Beatles early years from their family backgrounds through to the moment they re on the cusp of their immense breakthrough at the end of 1962 Designed printed and bound in Great Britain this high quality edition consists of two beautifully produced individual hardbacks printed on New

Largely Antique Wove woodfree paper with red and white head and tail bands and red ribbon marker The two books will sit within a specially designed box and lid featuring soft touch and varnish finishes The whole product comes shrinkwrapped for extra protection Mark Lewisohn's biography is the first true and accurate account of the Beatles a contextual history built upon impeccable research and written with energy style objectivity and insight This extended special edition is for anyone who wishes to own the complete story in all its stunning and extraordinary detail This is genuinely and without question the lasting word from the world acknowledged authority

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