

Ashley Wanner

Grade: 4th Grade		Subject: Math
Materials: Workbook, markers, and bingo cards		Technology Needed: Active board for reviewing multiples of 100
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 4.OA.B.4-Recognize that a whole number is a multiple to each one of its factors.		Differentiation Below Proficiency: Review factors and multiples of 100 and 200 Above Proficiency: Add new numbers or factor equations to the bingo board Approaching/Emerging Proficiency: Give a range of problems for the students to do so it hits all students at different levels. Modalities/Learning Preferences: Visual
Objective(s) By the end of the lesson, students will distinguish the common factors and multiples between numbers. Bloom's Taxonomy Cognitive Level: Distinguish		
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be doing the bingo activity as a big group. When they are assigned the worksheet they are going to be doing that by themselves throughout the classroom.		
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)		Students will be expected to use a zero voice when they are doing the worksheet throughout the classroom. They are to go where they please throughout the classroom. Failure to do this students will be taken back to desk to work. For the bingo game, voice is to be at a zero or a one. There is to be no talking when the teacher is setting up the bingo game with the class.
Minutes	Procedures	
1 min	Set-up/Prep: Have bingo card ready so the students can write on them. Have both markers and bingo cards in a place where the students can access them efficiently and smoothly.	
7 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Counting by 100s around the room to get them thinking about different multiples and factors before they are given a worksheet. This will be done and shown on the active board for the whole class to see.	
5 mins	Explain: (concepts, procedures, vocabulary, etc.) Students will already know what the terms <u>fraction</u> and <u>multiple</u> mean because this is not the first day we have worked on this concept. They will be counting by 100s around the room and are expected to wait their turn to talk. To get their math book, I will call them over by tables to get them (same with the bingo card and marker). When the students have a question they are to raise their hand. After everything is completed they will be playing a bingo game. Today is a review overall of what they have been doing. For the worksheet, I will ask the students if they can tell me the relationship between 100 and 200 to get them thinking. Next, I will ask them the relationship between 16 and 48 which will be along the same lines as the similarity between 100 and 200. They will then have about 10/15 minutes to work on the worksheet before the whole class played the bingo game.	
10 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will be assigned a sheet in their workbook to complete. They are also playing a bingo game to get them to think about the different multiples and factors of numbers. This is intended to be a review game from the last few days of working on factors and multiples.	
20 mins	Review (wrap up and transition to next activity): The bingo game will be a good review over what they have done the past few days. Transition will be to put their bingo cards and workbooks away, and their ticket to the next activity is to have a completed worksheet or show me that they understand the worksheet if they did not quite finish it.	

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-
in strategies, etc.

Walking around and checking if they understand the worksheet is a way to check progress. Asking the class the similarity between 16 and 48 during the lesson. At the end of the lesson, students will be asked to hand the worksheet in or hand in what they have completed.

Consideration for Back-up Plan:

1. Worksheet with a list of different equations.
2. Students could make flashcards to quiz with a classmate.
3. I put the students in groups and then put a number on the board, 36 for example, and tell the students that in their group to tell me all the factors of 36. First to raise their hand with all the correct answers gets a point, team with the most points wins.

Summative Assessment (linked back to objectives)

End of lesson: Students will distinguish common factors and multiples between numbers. Seeing if the class understands and remembers the factors for the bingo game will be a good overall view to see who has the concept down.

If applicable- overall unit, chapter, concept, etc.:
Factors and Multiples of numbers, and also comparing them. Seeing how two numbers correspond to each other by having similar factors. For example, 12 is a factor of 24, therefore the factors of 12 will go into 24.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I think my lesson went pretty well. There were some things that I would change and add. I think my attention getter or beginning went well, it was a good way to involve the whole class. Even though this was the fourth day teaching factors and multiples, I still could use more examples just to refresh and retain that information. You can never have too many examples when teaching, repetition is key and the more examples the better. Being a visual person, I think it helped that I wrote different stuff on the board so the students could visually see it. I could have explained the worksheet in the workbook a little better so the students were a little more guided. It was also good to have the students move around the room, so doing the worksheet in pairs and then doing group work together was very beneficial for the students. The Bingo game went really well and was a good game for the students in reviewing what they have learned the past few days of looking at factors and multiples. It was a good game that everyone knew and was involved in. Spacing myself throughout the room right away throughout the lesson would have been more helpful for the students as well. My closer was okay, but it did not give a good enough final thought of the main point for the lesson, so my closer could have been a little better. It was difficult for me at times because the fourth graders were a lot more independent than the younger grades I was in, so it was interesting to see the level of being able to do tasks on their own to a certain extent. All in all, I am beginning to like this age, I never thought I would. They are at a level where they still need my help but still take the leap on doing it on their own. It is a learning process and I'm excited to complete more lessons with the students.

(Numbers and Problems on bingo card will vary to the level of the students and where they are within the year)

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- Count around the class by multiples of 1,000
- 50 is a **multiple** of 25 and 25 is a **factor** of 50
- Yesterday we talked about the numbers 100 and 200, how are those numbers related? (factors of 100 work for factors of 200)
- Write 16 and 48 on the board and ask if there is any relationship between his last step
- Worksheet (p.43-44)
- Bingo game!!