

## Lesson Plan

**Teacher:** Bethany MacNeur  
**Class/Topic:** Math/Long division  
**Grade Level:** Fourth

**Location:** St. Clare  
**Time:** 40-45 minutes  
**Date:** March 8, 2006

### Goal/Rationale –

The goal of this lesson is for students to learn division procedures and divide by one-digit divisors. The purpose of this lesson is for the students to be able to solve problems that require finding how many groups or how many in each group.

### Objective(s) –

1. Students will learn division steps in order.
2. Students will divide by one-digit divisors.
3. Students will check their division answers by using multiplication.
4. Students will practice the first three objectives by completing an assignment.

### Resources –

Math book  
Notebook paper  
Pencil

### Procedure –

Introduce division procedures in the form of a mnemonic device:

D for Dad (divide)  
M for Mother (multiply)  
S for Sister (subtract)  
B for Brother (bring down)

Ask a student to read aloud the example problem from the book. Walk through each step of the problem while referring to the above mnemonic device. Demonstrate how multiplication is used to check a division problem.

Walk through another problem on the board with the whole class.

Ask students to head up their notebook paper and turn their paper sideways. Turning the paper sideways helps students keep their digits lined up. Work four example division problems with the class: they work the problem first and then we go through it on the board.

Explain to students their assignment – 12 practice problems.

If students would like to form a small group to practice a few problems, tell them we will meet in the front of the room. Walk through step by step and give instruction to the small group - same format as large group, but for a smaller number of students.

If students think they've gotten the hang of the lesson, they can start on the assignment and periodically check their answers out of my book. An entire row of problems (four) must be completed before they come up to check their answers. If a problem is missed they should sit back down and work it again.

If a student finishes the assignment and has gotten them all correct, they can make themselves available to help a classmate in need.

At the conclusion of the lesson, ask students to turn their in-class assignments in. Students will not be graded on the number of problems they completed or how many they got right. Instead I will use the assignment as an assessment tool to see how well they understood the lesson.

**Assessment –**

1. Informal observation of students throughout the lesson.
2. Review their in-class assignment on division procedures and dividing by one-digit divisors.
3. Did the students correctly self-evaluate during the lesson? Did they place themselves in a group where they would be successful?