Lesson Title: Grouping for Division

Content Area and Grade Level: Math Grade 3

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Brief Description of the Lesson/Unit:

This math game reinforces division. It also focuses on remainders.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  3.A.3.1 Students are able to use the relationship between multiplication and division to compute and check results.

- **Unpacked standards (in student-friendly wording)**
  Students can tell and show that multiplication and division are inverse operations. (Opposite operations)
  Students can identify a multiplication equation that can be used to check the answer to a division problem.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

2. What essential questions will guide this unit and focus both the teaching and the learning?

3. What key knowledge and skills will students acquire as a result of this unit?

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

2. Performance Tasks:

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   
   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:

6. Attach or include specific rubrics being used for this lesson/unit:
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

3. Classroom Management:

4. Support Services and Special Teacher Notes:
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product: