

Word Problems (With and Without Remainders)- Grade 3

Summary

This is a lesson plan that is part of a unit that progresses over multiple days. Day 1's lesson begins with simple 1-operation division problems, with and without remainders. A

Main Core Tie

Mathematics Grade 3

[Strand: OPERATIONS AND ALGEBRAIC THINKING \(3.OA\) Standard 3.OA.8](#)

Time Frame

1 class periods of 60 minutes each

Group Size

Large Groups

Life Skills

Thinking & Reasoning, Communication

Materials

Smartboard
Whiteboards/Plastic Sheets/or Paper for Students (for group work)
Smartboard Lesson
Last Slide Printed-- Exit ticket

Background for Teachers

3rd Grade Common Core Standards for Word Problems and Critical Thinking.

Intended Learning Outcomes

I can solve one and (two-step) word problems that involve addition, subtraction, multiplication and division. (3.OA.D.8)

Instructional Procedures

Anticipatory Set
Read Objectives Together
Go over Language Objectives/Sentence Stems that will be used throughout the lesson. Decide whether they should be put on each slide or not
Go over Infographic "How to Solve Any Word Problem in 7 Simple Steps"
Partner Talk: Students Talk to neighbor, describing each of the steps.
Discuss how after time, the words will go away from the infographic and they'll be able to use the picture to help them solve the problem.
Teacher then solves all "I Do" problems, using think-alouds, showing all work, and following the infographic.
After all teacher examples, have students take a stretch/brain break
Together, solve the remaining "We-do" problems, providing support when necessary. Allow students to practice verbalizing what is being done and the reasoning behind each step. If students are particularly struggling, use sentence stems from Objectives Slide.

After all practice is done together, have students complete exit tickets with their tables/groups/individually. Each Exit Ticket has Student Self Assessment. (That is up to teacher discretion)
Review Objectives.

Strategies for Diverse Learners

- Infographics (3 different levels)
- Group Work
- Sentence Stems
- Multiple Levels of Difficulties
- Modified Work

Extensions

Have students write a "How To" paragraph solving a specific math problem.

Assessment Plan

Informal-

- teacher monitors verbal responses
- anecdotal notes
- student responses and partner talk observations

Written

- Exit Ticket
- Student Self Assessment
- Optional: All Student Work (if teacher had students complete "we do" work on paper and turn it in

Authors

[Leandra Atkin](#)