

# (Lesson plan 1 & Reflection 2) “Math doubles”

<b>School:</b>	Al-Bawady.	<b>Date:</b>	23 OCT
<b>PST:</b>	Hala Abdulla	<b>Time:</b>	8:30 -9:15
<b>MST:</b>	Patrick. Kelly	<b>Unit:</b>	Unit 3
<b>Class:</b>	3C-3D	<b>Number of Students:</b>	20 students

## **ADEC Learning Outcome:**

**33NMD7** - recall almost all multiplication and division facts for 2x, 5x and 10x

**NMD4** Use known doubles and halves facts to find related doubles and halves.

## **Prior Knowledge:**

The student learning to find doubles using their knowledge of other doubles.

Some students know that doubling is adding the same number twice.

## **Lesson Objectives:**

- Be able to double single digit numbers.

## **Lesson Activities:**

**Keywords:** double /halves.

**Materials:** Money /coins/book of students.

**Routines:** Eggcellent board/classroom rules reminders/ lining up/clean up after each lesson.

## **Opening (warmer activity + teacher introduction/demonstration of small group activities)**

The teacher asks the students who can tell her what is the doubles? And she give the students information an example about the doubles and see if they can know the doubles. The teacher asks student: what do you think is doubling the same as multiplying by 2? The teacher asks students to think with her/his partner next. After few minute the students tell their teacher the answer. In the carpet the teacher site with students and show students how to make doubles by (money) coins. The children will then complete the exercises on pages 50 & 51 of the text book.

**Guided Practice:** After the opening the teacher will tells each group of students to go on their tables to do specific practice for each group it depends on their levels. The students will do the activity in their book page number 50-51

**Closure an activity:** The teacher create the competition. She divide students in two groups and ask each group to have a name as a team. She write the number on the board and asks to give her the double of this number.

<p><b>Evaluation / Assessment:</b></p> <p>*Formal Assessment (Unit Test). *Informal Assessment (Observable Behaviors, Portfolio, Journal, Interviews, Conferences, Oral Questioning, Checklist/Rubric). *Ongoing Assessments (Summarizing, Teacher Observation, Oral Response, Class work/Homework). *Performance Assessments (Presentations, Projects).</p>
<p><b>Personal focus:</b></p> <ul style="list-style-type: none"><li>• In this lesson, I am working on the time of the lesson. I should be attention for the time of the class.</li><li>• In this lesson, I am working on the classroom management through using the daily routine. It can help me to take control of the behaviors of students during the lesson. For example: After the lesson, I give one point for a group of students follow the rules.</li><li>• In addition, there is an important routine I do it during my class. I evaluate each student when they do the activity if his/her achieve the outcomes. I have the checklist I write on it outcomes students need to achieve it.</li></ul>

**Lesson Reflection one (for the students use).**

<b>Lesson unit/page</b>	<b>Math doubles</b> <b>Page /65</b>	<b>Student teacher</b>	<b>Hala Abdullah</b>
<b>MST</b>	<b>Patrick. Kelly</b>	<b>School</b>	<b>Al-Bawady.</b>
<b>Class</b>	<b>Grade 3C+3D</b>	<b>Date</b>	<b>23 OCT</b>
<b>Overall aim and context of the lesson :</b>  The student learning to find doubles using their knowledge of other doubles. Some students know that doubling is adding the same number twice.			
<b>Positive aspect of the lesson:</b>  I allowed students to think and collaborate ideas by using think-pair-share;  • Clear instructions were set at the beginning of the lesson;  • I used of real manipulative (money) enabled all learners to see doubling visually;  • I tied the lesson together at the end with the use of a nice game.			
<b>Requires Attention:</b>  I would like you to work on transitions (the time of moving from one area of the room to another, or moving between tasks). When materials were being distributed (math's books), the noise level rose considerably. I must Use positive reinforcement to help with this (one point for the table who is cleaned and sitting quietly first )			
<b>Personal focus for the next lesson:</b>  All the comments for MST are very important I will work with all in next time.			