

Name: Earl Chiddix

Grade Level/Subject: 3/Math

Topic: COOL TOOLS TO SOLVE CHALLENGING WORD PROBLEMS--Division as Multiplication in reverse

Objectives (P.A.S.S.): Standard 3: 2a;2b--Students will be able to divide simple equations with remainders with 80% accuracy.

Materials: "A Remainder of One" by Elinor Pinczes-Illustrated by Bonnie Mackain- published by Houghton Mifflin- ISBN 0-618-25077-8. Color tiles-enough so each student can have 25. Worksheets (included)

Introduction: Give a pre-test on dividing the number 25 by 2, 3, 4, and 5. Read the book "A Remainder of One" by Elinor Pinczes- Illustrated by Bonnie Mackain-published by Houghton Mifflin-ISBN 0-618-25077-8. Use expression (especially frustration) while reading this story!

Instructional process: After reading, discuss the desire and need for the beetles to march in an orderly manner. Discuss the problem in the story and its solution. Using the number 25, present the 2's, 3's, 4's, 5's multiplication table. Have the students work a worksheet with these multiplication facts. After the worksheet, give each student 25 color tiles and have them arrange them by rows of 2. Tell the students that they are putting these 25 color tiles in 2 groups. Predict how many will be in two groups evenly. Let students discover the remainder. Repeat with arranging them by rows of 3 and then by rows of 4 each time mentioning that the queen in the story doesn't like bugs left alone. Now, let them put them in rows of 5 and verify the story.

Closure: Give Students 11 more color tiles totaling 36 color tiles and have them predict what groups will have an equal amount of tiles and arrange them in groups of 2, 3, 4, 5, and 6 to prove or disprove their predictions.

Assessment: Give a pre-test on dividing the number 25 by 2, 3, 4, and 5. Modifications/Accommodations: None

Reflection: Even though I have not given this lesson yet because the students aren't ready for the 4's and 5's, as I was putting it together, I felt good about the lesson and I believe the informational content will be learned. I will know more in a couple of weeks when I get to try it out! This reflection will be continued then.



Name _____

$0 \times 0 =$

$0 \times 1 =$

$0 \times 2 =$

$0 \times 3 =$

$0 \times 4 =$

$0 \times 5 =$

$0 \times 6 =$

$0 \times 7 =$

$0 \times 8 =$

$0 \times 9 =$

$0 \times 10 =$

$0 \times 11 =$

$0 \times 12 =$

$1 \times 1 =$

$1 \times 2 =$

$1 \times 3 =$

$1 \times 4 =$

$1 \times 5 =$

$1 \times 6 =$

$1 \times 7 =$

$1 \times 8 =$

$1 \times 9 =$

$1 \times 10 =$

$1 \times 11 =$

$1 \times 12 =$

$2 \times 2 =$

$2 \times 3 =$

$2 \times 4 =$

$2 \times 5 =$

$2 \times 6 =$

$2 \times 7 =$

$2 \times 8 =$

$2 \times 9 =$

$2 \times 10 =$

$2 \times 11 =$

$2 \times 12 =$

$3 \times 3 =$

$3 \times 4 =$

$3 \times 5 =$

$3 \times 6 =$

$3 \times 7 =$

$3 \times 8 =$

$3 \times 9 =$

$3 \times 10 =$

$3 \times 11 =$

$3 \times 12 =$

$4 \times 4 =$

$4 \times 5 =$

$4 \times 6 =$

$4 \times 7 =$

$4 \times 8 =$

$4 \times 9 =$

$4 \times 10 =$

$4 \times 11 =$

$4 \times 12 =$

$5 \times 5 =$

$5 \times 6 =$

$5 \times 7 =$

$5 \times 8 =$

$5 \times 9 =$

$5 \times 10 =$

$5 \times 11 =$

$5 \times 12 =$



Name _____

Directions: Please solve the following division problems.

1. $25 \div 2 =$

2. $25 \div 3 =$

3. $25 \div 4 =$

4. $25 \div 5 =$