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Conflict resolution lesson plans 3rd grade

Students will create, read and break down large numbers. 4. Grade one or two class period, 45 minutes each paper or large notes card numbered 0 - 10 (enough for the entire class) whiteboard, whiteboard, or overhead projector Students will demonstrate their understanding of the value of the place for creating and reading large numbers. 4.NBT.2 Reading and writing multi-digit integers using basic ten digits, number names and an extended form. Invite a few volunteer students to come to the board and write down the largest number they can think and read aloud. Many students will want to put infinite digits on board, but being able to read a number aloud is a more difficult task! Give each student a sheet of paper or a large score card with a digit between 0 - 10. Call two students to the front of the class. All two students will work if they both don't hold card 0. Have them show their digits to the class. For example, one student holds 1 and the other holds 7. Ask the class: What number do they do when they stand side by side? Depending on where they stand, the new number is 17 or 71. Have the students tell you what the numbers mean. For example, having 17 means 7 7 and 1 is really 10. Repeat this process with a few other students until you are sure that at least half of the class has mastered two-digit numbers. Go to the three-digit numbers by inviting three students to come to the class front. Let's say their number is 429. As in the examples above, ask the following questions: What does 9 mean? What does 2 mean? What does the four mean? While students answer these questions, write down the numbers: $9 + 20 + 400 = 429$. Tell them that this is called extended notation or extended form. The term extended should make sense for many students because we are having a number and extending it into its parts. After students give a few examples at the front of the class, they invite them to start writing extended enrollment down while inviting students to the board. With enough examples on their paper when it comes to more complex issues, they will be able to use their notes as references. Continue adding students to the front of the class until you're working on four-digit numbers, then five-digit numbers, and then six. As you move into the thousands, you may want to become a comma that separates thousands and hundreds, or you can assign a comma to a student. (A student who is always meant to attend is good to assign it - comma will be prompted frequently!) You can give your students a choice of assignments - both are equally long and equally difficult, albeit in different ways: Let students write 987,654 in extended enrollment or the largest number they are able to. Have them write 20,006 in extended notation (make sure the next day.) Write the following numbers on the board, and invite students to write them in extended enrollment: 1 78630.551516 It can be difficult for students to know the time. But you can teach students to say the time in hours and a half hours according to this step-by-step procedure. Depending on when you teach math during the day, it would be helpful to have a digital clock sound alarm when the math class begins. If your math class starts at an hour or half an hour, even better! If you know that your students are wobbly on time concepts, it is best to start this lesson with discussions in the morning, afternoon and night. When do you get up? When do you brush your teeth? When are you going to get on the bus to school? When are we going to do reading lessons? Invite students to categorize them in the morning, afternoon, and evening categories. Tell the students we'll be a little more specific next time. There are special times that we do things, and the clock shows us when. Show them analog clocks (which are long or hourly) and digital clocks. Set the time on the analog clock to 3:00. First, draw attention to the digital clock. Number (numbers) before colon (:) describe the hours and numbers after : describe the minutes. So for 3:00, the time is exactly 3 hours and no more minutes. Then draw attention to the analog clock. Tell them that these clocks can also show time. The short hand shows the same as the number (numbers) before : on the digital clock-clock. Show them how a long hand moves faster than a short hand on analog clock - it moves by minutes. If it's for 0 minutes, it'll be up to the top, 12. This is a difficult concept for children to understand, so do students come and make a long hand move quickly around the circle to reach 12 and zero minutes several times. Invite students to stand up and use their hands as hands in class. Let them use one hand to show where the long hour hand will be when it is at zero minutes. Their hands should be right above their heads. As in step 5, let them move this hand quickly around the imaginary circle to represent what the minute hand does. So let them imitate the short combination at 3:00. Using their unused arms, let them put it to the side so that they are imitating the hands of the clock. Repeat with 6:00 (first analog clock), then 9:00, then 12:00. Both arms should be directly above their heads for 12:00. Changing the digital clock to be 3:30. Show what it looks like on analog clock. Invite students to use their bodies to imitate 3:30, then 6:30, then 9:30. For the rest of the hour period or when the next class period is introduced, invite volunteers to come to the beginning of the class and take the time with their bodies to guess. Invite students to go home and discuss with their parents (for the next hour and a half hours) that they do at least three important things during the day. They should be written down on paper in the correct digital format. Parents should sign a document saying they have had these discussions with their child. After completing step 9 of the lesson, you will enjoy unofficial notes about students. Those students who are still struggling to represent hours and a half hours can get another practice with another student or with you. Two class periods, each 30-45 minutes long. Toy Analog Clock Digital Lesson Writing Plans ensures that you address curriculum requirements, effectively planning teaching time, and using the best strategies to address student needs. The school district may already have a template, or you can use a generic lesson plan template to create lesson plans. Start with what's on your mind. Ask the following questions: What do you want students to learn from this lesson? What state or national standards do you meet? What do your state or county curriculum require? What are your students' needs in meeting the curriculum requirements? Once you've determined this, write a quick description and list your assignment goals. Make sure you provide additional support to students who don't have the skills to meet the goal. Keep a list of vocabulary that uses academic vocabulary words that you can access as you type from your lesson plan procedure. In addition, decide that they will also need the content dictionary that students will need. This will help you remember the conditions you need to make sure students understand when they work the lesson. Create a list of materials and add to how you write your progress so you know exactly what you need, including audio-visual equipment, the number of copies you'll need, other required materials, and even page numbers from the books you want to cover. Find out if this is a new learning or review. Decide how to start the lesson. For example, decide whether to use a simple oral explanation or pre-work for a lesson to see what students know. Decide on the method (methods) you use to learn the content of your lesson. For example, does it lend itself to independent reading, lecture, or whole group discussions? Will you focus on teaching for certain students by grouping? Sometimes it's best to use a combination of these methods, different teaching techniques: starting with a few minutes of class—for example, five minutes—followed by an activity in which students apply what you've taught, or a short group-wide to make sure students understand what you've taught them. Decide how you will have students practice the skills/information that you have just taught. For example, if you have instructed them to use in a particular country or city, imagine how you will have them practice this information to actually gain an understanding of the material. You can let them complete an independent practice, use a simulation of an entire group, or allow students to collaborate on a project. The key is to get students to practice the information you've submitted. Once you have determined how students will practice the skills you have taught them, decide how you know they understand what they have learned. This could be simple by raising your hand, or something more formal like a 3-2-1 exit slip. Sometimes gaming activity can be an effective way to review it, or if the technology is available, kahoot! Quiz. Review the draft lesson plan to find out what accommodation you need for your class, including accommodation for English and special education students. Once you have completed the lesson plan, provide all the details, such as homework. Make the necessary copies of the handouts and collect the materials for the lesson. Always start with a final assessment that shows that students understand the material you have submitted. Knowledge of the rating allows you to better focus on what is necessary. Plus: Check out documents and walk-through guides regularly. Try to rely only on the textbook for teaching, but make sure you rate any other resource that you could use, like other books, other teachers, written resources and websites. Some school districts require standards to be listed in curriculum, while others do not. Be sure to contact the school district. Always overplan: It's much easier to cut things out of a plan or continue the next day than to fill 15 or 20 extra minutes. If possible, attach your homework to real life. This will help strengthen what students should learn. Learning.

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