

Detailed Lesson Plan in Mathematics Grade II (3rd Quarter)

I. Learning Objectives:

A. Content Standards

1. demonstrates an understanding of the division of whole numbers up to 1000 including money.
2. demonstrates an understanding of unit fractions.

B. Performance Standards

1. is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations.

C. Most Essential Learning Competency

1. visualizes and represents division, and writes a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects.

II. Learning Content

Topic: Visualizes and represent division, and related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of an equal group of objects.

Materials: ADM Quarter 3 for Grade 2 Learners

III. Instructional Procedure

Preparatory Activities	PUPIL'S ACTIVITY
1. Greetings: Good morning class! May we request everyone to please rise and let us pray?	Good morning Sir and God bless!
2. Setting of Standards: Before we are going to start our class for this morning, what will you do when the teacher is delivering the lesson? Ok! Very good that's what should good students do. Can I expect it from the class?	Listen carefully, and do not talk when the teacher is talking, raise your right hand if you want to answer.
A. Drill Give the required answer to each number. Write down the answer on your answer sheet.	Yes, Teacher!
1. Grandfather Ambo took the grandson on a visit to a relative. They will give six to three children that bag. How many of each? Answer_____	Mario: Ma'am, I think it is 2.
<div data-bbox="316 1039 722 1182" data-label="Image"> </div> Yes! It is correct, very good!	
2. Do the repeated subtraction shown by the division situation. Ruby divided the 20 boxes into five	Alvin: Ma'am, I

Math Plans Lessons From The Field

Daniel J. Brahier



Math Plans Lessons From The Field:

Math Plans Patricia Marshall, 1997 This stimulating resource is packed with both direct instruction and exploring lesson plans that take both teachers and students to deeper levels of reasoning through positive experiences that deliver understanding The intriguing lessons in geometry measurement probability and statistics patterns and functions logic and number were written and taught by beginning teachers from the many resources available to them cooperating teachers and professors current books and periodicals videos and workshops The result is a collage of well prepared ready to use mathematically sound plans that give children the desire and the means to learn mathematics

Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age Niess, Margaret, Driskell, Shannon, Hollebrands, Karen, 2016-04-22 The digital age provides ample opportunities for enhanced learning experiences for students however it can also present challenges for educators who must adapt to and implement new technologies in the classroom The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators knowledge for the integration of technologies to improve classroom instruction Investigating emerging pedagogies for preservice and in service teachers this publication is ideal for professionals researchers and educational designers interested in the implementation of technology in the mathematics classroom

Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools Cheryl J. Craig, Paige K. Evans, Donna W. Stokes, 2021-04-12 Bridging a gap in the literature by offering a comprehensive look at how STEM teacher education programs evolve over time this book explores teachHOUSTON a designer teacher education program that was created to respond to the lack of adequately prepared STEM teachers in Houston and the emerging urban school districts that surround it

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M

Elevating Clinical Practice in Mathematics Education Drew Polly, Christie S. Martin, 2025-06-20 Elevating clinical practice in mathematics education has potential to greatly transform the preparation of effective mathematics teachers This book showcases examples of clinical practice in mathematics education with each chapter focused on one of the National Council for Teachers of Mathematics Effective Teaching Practices

Handbook of Research on Mathematics Teaching and Learning Douglas Grouws, 2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors

graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine chapters are complete resources for both current and past work in that particular area

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-03-09 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511

Lesson Study Research and Practice in Mathematics Education

Lynn C. Hart, Alice S. Alston, Aki Murata, 2011-01-11 Lesson study is a professional development process that teachers engage in to systematically examine their practice with the goal of becoming more effective. Originating in Japan, lesson study has gained significant momentum in the mathematics education community in recent years. As a process for professional development, lesson study became highly visible when it was proposed as a means of supporting the common practice of promoting better teaching by disseminating documents like standards, benchmarks, and nationally validated curricula. While the body of knowledge about lesson study is growing, it remains somewhat elusive and composed of discrete research endeavors. As a new research area, there is no coherent knowledge base yet. This book will contribute to the field by bringing the work of researchers and practitioners together to create a resource for existing work. This book describes several aspects of Lesson Study; amongst others, it gives an historical overview of the concept, it addresses issues related to learning and teaching mathematics, it looks at the role of the teacher in the process. The last two sections of the book look at how Lesson Study can be used with preservice mathematics teachers and at university mathematics methods teaching.

Theory and Practice of Lesson Study in Mathematics Rongjin Huang, Akihiko Takahashi, João Pedro da Ponte, 2019-05-28 This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of Lesson Study. LS synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives. Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries, it enables the reader to take a comparative perspective. Finally, the book presents and discusses studies on key aspects of LS such as lesson planning, post-lesson discussion, guiding theories, connection between research and practice, and upscaling Lesson Study, which has originated in Asia as a powerful, effective professional development model, has spread globally. Although the positive effects of lesson study on teacher learning, student learning, and curriculum reforms have been widely documented, conceptualization of and research on LS have just begun to emerge. This book, including 38 chapters contributed by 90 scholars from 21 countries, presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process.

Chapter 15: How Variance and Invariance Can Inform Teachers' Enactment of Mathematics Lessons. One of the book's available open access under a CC BY 4.0 license at link.springer.com. **Theory and Practice of Lesson Study in Mathematics: An International Perspective** shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model. Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges.

Max Stephens, Senior research fellow at The University of Melbourne. It works: Instruction improves learning, improves. Wide scale, enduring, deep impact. Lesson study has it. When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise, it is time

to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S **The Virginia Mathematics Teacher** ,1998 **Expertise in**

Mathematics Instruction Yeping Li,Gabriele Kaiser,2010-12-15 Accumulated research findings in past decades have led to the common knowledge that teachers professional knowledge is essential to effective classroom instruction However there is still very limited understanding about the nature of teachers expertise in mathematics instruction Expertise in Mathematics Instruction addresses this need clearly and concisely In particular it examines all aspects of emphases employed to characterize the nature of expertise in mathematics instruction from both researchers and practitioners perspectives Moreover with research contributions from both the East and the West this book also examines ideas pertinent to fostering and demonstrating expertise in mathematics instruction within different system contexts This book will raise questions and issues for mathematics education researchers to guide a critical examination of what can be learned from other education systems Expertise in Mathematics Instruction builds on its theoretical and methodological approach with contributions from international experts in the field Additionally a review of related research from mathematics education serves as an introduction to the new research in both Eastern and Western settings Concluding this resource is a reflection on the benefits of this international collaboration and possible research directions for the future The final chapter cohesively joins traditional and current research for action Expertise in Mathematics Instruction is of interest to researchers in mathematics education mathematics teacher educators and mathematics educators **The Teaching of Science and Health,**

Mathematics, and Home Economics, and Practical Arts Gloria G. Salandanan,1996 *Teaching and Learning High School Mathematics* Charlene E. Beckmann,Denisse R. Thompson,Rheta N. Rubenstein,2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to

help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Official Gazette of the United States Patent and Trademark Office, 2008 Lesson Study with Mathematics and Science Preservice Teachers Sharon Dotger, Gabriel Matney, Jennifer Heckathorn, Kelly Chandler-Olcott, Miranda Fox, 2023-10-13 This insightful volume offers an overview of the fundamentals of lesson student practice in US teacher education as well as examples from math and science teacher educators using lesson study in their local contexts The number of teacher educators using lesson study with preservice teachers is small but growing This book is aimed at teacher educators who may want to try lesson study in university contexts without the challenge of translating the practice from the K 12 context on their own In this volume lesson study is broadly overviewed attention is given to its constituent steps and examples of lesson study in preservice contexts are shared Given the broad array of teacher education program designs numerous contingencies guide teacher educators in their implementation of lesson study given their contextual affordances and limitations The lesson study descriptions and cases in this book will support teacher educators and scholars across subject specialities and geographic lines as they seek instructional frameworks to advance their pedagogical goals

Guiding Children's Learning of Mathematics Leonard M. Kennedy, Steven Tipps, Art Johnson, 2003-06-12 A textbook for students of elementary education Part One outlines Elementary Mathematics for the 21st Century and Part Two covers Concepts and Skills in Elementary Mathematics Resources in Education, 2001-04

Professional Development of Mathematics Teachers Berinderjeet Kaur, Oh Nam Kwon, Yew Hoong Leong, 2016-11-14 This book offers a counterpart to the extensive corpus of literature available on the same topic from a Western perspective It showcases innovative approaches to professional development of mathematics teachers in Asian countries and reports on

both empirical and expository studies of teachers professional development in these countries It provides scholars from non English speaking and under represented Asian countries the opportunity to engage in discourse with other scholars in the field and is the first book to present substantial contributions from scholars in Asia on the professional development of mathematics teachers in their respective countries It includes perspectives that shed valuable light on how the approaches pursued in Asian countries resemble or differ from those in the West *Math Workouts: Concepts* Tony G.

Williams,2009-09-01 This packet is designed to help middle school mathematics students think critically and have fun with math Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem The practical teaching tips can be used for instruction and discussion Make the most of your math lessons by grabbing your students attention with these engaging activities *Primary Mathematics* Penelope Baker,Rosemary

Callingham,Tracey Muir,2023-09-07 Primary Mathematics Integrating Theory with Practice is a comprehensive introduction to teaching mathematics in Australian primary schools Closely aligned with the Australian Curriculum it provides a thorough understanding of measurement geometry patterns and algebra data and statistics and chance and probability The fourth edition provides support for educators in key aspects of teaching planning assessment digital technologies diversity in the classroom and integrating mathematics content with other learning areas It also features a new chapter on the role of education support in the mathematics classroom Each chapter has been thoroughly revised and is complemented by classroom snapshots demonstrating practical application of theories activities to further understanding and reflection questions to guide learning New in this edition are Concepts to consider which provide a guided explanation and further discussion of key concepts to support pre and in service teachers learning and teaching of the fundamentals of mathematics

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