

1. Lesson Plan Information	
Subject/Course: Math	
Grade Level: 3	
Topic: Word Problems	Length of Period: 60 minutes

2. Title of Lesson
<p>Expectation(s) (<i>Directly from The Ontario Curriculum</i>):</p> <ul style="list-style-type: none"> “relate multiplication of one-digit numbers and division by one-digit divisors to real- life situations, using a variety of tools and strategies (e.g., place objects in equal groups, use arrays, write repeated addition or subtraction sentences add and subtract money amounts, using a variety of tools (e.g., currency manipulative, drawings), to make simulated purchases and change for amounts up to \$10” – Ontario Grade 3 Math Curriculum

3. Purpose- BIG IDEA
<ul style="list-style-type: none"> Provide knowledge to the students about Sikh contributions and famous Canadian Sikhs currently in the community.

4. Learning Outcomes
<p>The following lessons will be on par with Sikh Heritage Month. Students will learn about the contributions of Sikhs in Canada, a brief history, along with gaining knowledge of current, famous Sikh-Canadians.</p>

5. Teaching/Learning Strategies
<p style="text-align: center;"><u>LESSON</u></p> <ul style="list-style-type: none"> Have students sit on the carpet, in front of a Smart Board, white board, or blackboard. Begin by writing a simple math question related to the problem solving students will be working on. Use manipulatives and encourage students to demonstrate their thinking. Educator will guide students and extend their answers to real life application (i.e. when would we need to work on a question like this, in real life?). Next, explain to students that they will be working on a problem solving question, within the context of Sikh-Canadian history. Pair students and provide each

group with a problem solving handout. Read the problem aloud, as a class and review the Problem Solving Success Criteria. Provide 25 minutes to students to work on question. Early finishers can work on writing a bonus question, based on the problem solving question.

- Teacher will gather students on the carpet and hang student answers up on the wall for kids to see. Each group will come up and present.
- Consolidate: teacher will review the different strategies each group used and students will engage in a classroom discussion about the answer. Educator can extend the question to real life scenerios (i.e. when would we need to use the strategies learned today in real life situations?)

DIFFERENTIATED INSTRUCTION DETAILS

- Group Read-Aloud
- Class Discussion, Independent Work Time
- Please, ensure that students who require extra support are given modified questions. Have them sit at a table with teacher for guidance. Please, accommodate activity accordingly.

RESOURCES

- Copies of Problem Solving Questions
- Math Manipulative
- Chart paper
- Markers

ASSESSMENT/EVALUATION

- Observations/Anecdotal Notes
- Documentation

Resource #1 (Math)

1. Manjeet had \$3.75 when he first came to Canada in 1905. He decided to live in Ontario. He began working at the mill and made \$2.25 after a week. How much money does Manjeet have altogether, now? Use pictures, numbers and words to justify your answer.

2. It is 1914 and Gurjit has just come to Canada and has finally reunited with her husband after many years apart. She has \$1.00 and needs to go to the market to buy food. She purchases 3 bananas for 25 cents. How much money will she get back in change if she gives the cashier a Looney?

3. Jaspal has just purchased 5 baskets of blueberries. If each basket has 15 blueberries, how many blueberries does he have altogether?

4. Harminder has just come back home from his mill. It is 1916 and he does not have his family with him as the Canadian government will not allow it. His Sikh neighbour gives him 25 rotis. Harminder wants to share his rotis equally with his 5 friends. How many rotis will each friend receive? Use pictures, numbers and words to justify your answer.