



EXAMPLE OUTPUT FOR AI PROMPT:

Teachers Lesson Plan Generator

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LESSON PLAN

Understanding Division Through Equal Groups and Sharing

Grade Level: 3rd Grade (Ages 8-9)

LEARNING OBJECTIVES (STANDARDS-ALIGNED)

Colorado Academic Standards Alignment:

- 3.OA.A.2: Interpret whole-number quotients of whole numbers
- 3.OA.A.3: Use multiplication and division within 100 to solve word problems
- 3.OA.A.4: Determine the unknown whole number in a multiplication or division equation

Student Learning Objectives:

- Students will be able to use equal groups and drawings to represent and solve division problems within 100
 - Students will be able to construct solutions to simple division word problems using concrete materials and visual models
 - Students will be able to explain and defend their problem-solving strategies for division problems using mathematical vocabulary
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MATERIALS AND PREPARATION

Teacher Materials:

- Chart paper and markers
- Document camera or interactive whiteboard
- Division word problem cards (prepared)
- Manipulatives: counting bears, unifix cubes, or beans (at least 50 per group)
- Small paper plates or circles (10 per group)
- Exit ticket templates (printed)

Student Materials:

- Math journals or notebook paper

- Crayons or colored pencils
- Individual sets of manipulatives (20-30 objects per student)
- Worksheet packets for independent practice
- Small whiteboards and dry erase markers

Preparation Notes:

- Pre-sort manipulatives into containers for easy distribution
- Prepare word problem scenarios relevant to student experiences
- Create differentiated worksheet sets (beginner and intermediate levels)

WEEK-LONG LESSON BREAKDOWN

LESSON 1: Introduction to Division as Equal Groups (25 minutes)

I DO (8 minutes) - Direct Instruction: Begin with a concrete scenario: "I have 12 cookies and want to share them equally among 3 friends. How many cookies will each friend get?" Demonstrate using actual objects (or manipulatives) by physically grouping 12 items into 3 equal groups. Introduce vocabulary: division, equal groups, quotient, dividend, divisor. Write the division equation $12 \div 3 = 4$ on the board and connect it to the physical model.

WE DO (12 minutes) - Guided Practice: Present the problem: "There are 15 stickers to be shared equally among 5 students." Work together as a class to solve using manipulatives. Have students help guide the process while teacher facilitates. Students use their own manipulatives to follow along. Discuss multiple ways to think about the problem ($15 \div 5 = ?$ or "How many groups of 5 can we make from 15?"). Record the solution process on chart paper with both pictures and numbers.

YOU DO (5 minutes) - Independent Practice: Students work individually to solve: "18 pencils need to be put into boxes with 6 pencils each. How many boxes are needed?" Students use manipulatives and draw their solution in math journals. Circulate to observe student strategies and provide individual support as needed.

LESSON 2: Division Through Measurement and Sharing (25 minutes)

I DO (7 minutes) - Direct Instruction: Introduce two types of division problems: sharing (partitive) and grouping (quotitive). Demonstrate sharing: "20 marbles shared equally among 4 children" versus grouping: "20 marbles put into groups of 4." Show how both result in the same equation ($20 \div 4 = 5$) but represent different thinking processes. Use visual models and manipulatives to illustrate the difference.

WE DO (13 minutes) - Guided Practice: Present mixed word problems for the class to solve together. Example 1 (sharing): "24 students need to form 6 equal teams for a game." Example 2 (grouping): "We

have 24 apples and want to put 6 apples in each bag." Students work in pairs with manipulatives while teacher guides discussion. Emphasize drawing pictures to represent thinking and writing complete number sentences.

YOU DO (5 minutes) - Independent Practice: Students choose between two differentiated problem sets: beginner level (division facts within 20) or intermediate level (division facts within 50). Each student solves 2-3 problems using drawings and manipulatives, explaining their thinking in writing.

LESSON 3: Problem Solving and Explanation Strategies (25 minutes)

I DO (6 minutes) - Direct Instruction: Model how to explain division thinking using mathematical language. Work through a problem: "35 flowers are arranged in vases with 7 flowers each." Demonstrate think-aloud process: "I need to find how many groups of 7 I can make from 35. I'll use my manipulatives to group them..." Show how to check the answer by multiplication ($7 \times 5 = 35$).

WE DO (14 minutes) - Guided Practice: Students work in small groups of 3-4 to solve complex word problems. Provide problems like: "The cafeteria has 42 juice boxes. If each table gets 6 juice boxes, how many tables can be served?" Groups must solve the problem, create a visual representation, and prepare to explain their strategy to the class. Teacher rotates between groups, asking probing questions and providing scaffolding.

YOU DO (5 minutes) - Independent Practice: Individual problem-solving time where students select a word problem from a choice board and solve it completely, including drawing, equation, and written explanation. Students must be prepared to share their solution strategy with a partner.

DIFFERENTIATION AND ACCOMMODATION NOTES

For Students Needing Additional Support:

- Provide problems with smaller numbers (division within 12)
- Use concrete manipulatives throughout all activities
- Offer sentence frames: "I can make ___ groups of ___ from ___"
- Pair with supportive peer partners
- Allow extra time for manipulative exploration

For English Language Learners:

- Provide vocabulary cards with visual representations
- Use cognates when possible (división/division)
- Encourage native language discussion before English explanation

- Provide problems with visual context clues

For Advanced Learners:

- Introduce remainders in division problems
- Provide multi-step word problems
- Challenge to find multiple solution strategies
- Encourage creation of their own word problems for classmates

For Students with IEPs/504 Plans:

- Reduce number of problems while maintaining rigor
- Provide enlarged manipulatives for fine motor support
- Allow verbal explanations instead of written when appropriate
- Offer frequent movement breaks during problem-solving

ASSESSMENT CRITERIA (FORMATIVE AND SUMMATIVE)

Formative Assessment Strategies:

- **Observation Checklists:** During manipulative work, observe whether students can create equal groups, count systematically, and connect concrete actions to numerical representations
- **Think-Pair-Share:** Students explain their division strategy to a partner; teacher listens for use of mathematical vocabulary and logical reasoning
- **Thumbs Up/Down:** Quick comprehension checks after each example problem
- **Math Journal Entries:** Daily quick-writes where students explain one thing they learned about division

Exit Ticket Activities:

- **Lesson 1:** Draw and solve: $16 \div 4 = \underline{\quad}$
- **Lesson 2:** Choose sharing or grouping and explain: "21 toys are divided equally among 7 children"
- **Lesson 3:** Write and solve your own division word problem

Summative Assessment: Students complete a performance task where they solve a multi-part division problem: "The art teacher has 36 paintbrushes. She wants to give each table the same number of paintbrushes. If there are 6 tables, how many paintbrushes will each table get? Draw a picture, write an equation, and explain your thinking."

Success Criteria:

- **Proficient:** Student correctly uses manipulatives or drawings to show equal groups, writes accurate division equation, and provides clear explanation of strategy
 - **Developing:** Student shows understanding of equal groups concept but may have minor computational errors or incomplete explanations
 - **Beginning:** Student attempts to use manipulatives but struggles with equal grouping or connecting concrete work to numerical representation
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HOMEWORK OR EXTENSION IDEAS

Required Practice (Choose 2-3 problems):

- Family Math: "Help plan a family dinner. If you're serving 8 people and want to put 2 rolls on each plate, how many rolls do you need? Draw or use objects at home to solve."
- Real-World Connection: "Count toys, books, or snacks at home. Practice making equal groups and write the division equation."

Optional Enrichment:

- Division Scavenger Hunt: Find examples of equal groups or division in your home or neighborhood (egg cartons, muffin tins, etc.)
- Create a Division Story: Write and illustrate a short story that includes a division problem for classmates to solve

Family Engagement:

- Send home a simple explanation of division strategies for parents
 - Suggest using household items (pasta, buttons, coins) for continued practice
 - Encourage families to notice division in cooking (cutting pizza slices, sharing snacks)
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ADDITIONAL NOTES

This lesson plan follows the gradual release model and incorporates hands-on learning throughout. Each lesson builds upon previous understanding while providing multiple opportunities for students to practice, discuss, and demonstrate their learning. The word problem focus helps students see real-world applications of division concepts while developing critical thinking skills.

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