

**Lesson Plan**Lesson Segment Focus Math PracticeLesson 2 of 2Course & topic addressed Multiplication facts 6-9Date 2 February, 2021 Grade 3<sup>rd</sup>**Student Outcomes**

Specific learning objectives for this lesson.	Practice and learn from memory multiples 6-10
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The previous lesson students drill and practiced their multiples of 0-5
Knowledge of students background (personal, cultural, or community assets)	Students should already have background knowledge in multiplication

**State Academic Content Standards**

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.3.OA.A.1 Interpret products of whole numbers
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**Academic Language Support**

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Multiplication</b> <b>Factor</b> <b>Product</b> <b>Equal</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Interactive PowerPoint eBook
Materials needed by students for <b>this lesson.</b>	Interactive PowerPoint eBook

## Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 minutes	<b><u>Introduction:</u></b>	Teacher will ask basic questions and review the previous lesson of all multiplication facts 0-5. Teacher will then explain the details to this lesson are very similar to the previous lesson. Teacher will break students off into specific chosen small groups of 2 and allow each group a school issued Chromebook.
30 minutes	<b><u>Instruction:</u></b>	Students will break off into their groups/partners that the teacher placed them in. Once in groups and the chrome books are available students will then together go through the flash carded eBook facts and work them out on paper one by one together. Students will repeat the talking and writing on paper method once more. The next round students will then try to do it by hand and memory only using the paper when needed, The final and fourth time the students go back through it they should be doing most by memory.
15 minutes	<b><u>Closure:</u></b>	

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		Class will then meet back in whole group instruction where I will display the flash card interactive eBook on the projector and the whole class will be able to have fun shouting out the answers to each multiplication fact.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Students will be placed in small group instruction
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To meet all students needs I will be going around giving extra help and repairing students with others that fully understand the lesson.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>