

Lesson Plan Template

Lesson Segment Focus: Assessing MathLesson 5 of 5Course & topic addressed: Math/ Time, Place value, and multiplicationDate: 10/24/18 Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	To be sure students understand the math standards we have been covering the past few lessons, and to grow their understanding of those standards.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have been focusing on the same standards the last 4 lessons and this lesson will be a review of all of them and make things a little more difficult.
Knowledge of students background (personal, cultural, or community assets)	Some students might not know how to play jeopardy while others might already know so I will need to explain it. Some students might be used to looking at clocks at home while others need further instruction.

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.	<p>AR.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations</p> <p>AR.Math.Content.3.NBT.A.5 Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s)</p> <p>AR.Math.Content.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes</p> <p>AR.Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100</p> <p>AR.Math.Content.3.NBT.A.4 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones</p>
--	--

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?	I can show students examples of the terms and how those are used in math. I can also have handouts that further explain terms.
---	--

What will you do to provide varying supports for students at different levels of academic language development?	I think it is great to find fun math videos that talk about different topics. Students can learn a lot from this and it is something different that they enjoy.
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Expanded form, standard form, word form, place value
---	---

Materials

Materials needed by teacher for this lesson.	Smart board, large clock
Materials needed by students for this lesson.	Small marker boards Markers

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.
5 min	<u>Introduction:</u>	I will go over each of the 5 topics in standards that we have covered to refresh the students a little before we take all those concepts a step further.
15 min	<u>Instruction:</u>	<p>First, we will work on multiplication. The students have been focusing on this for a while. I will have them each grab a small marker board and marker. I will call out multiplication problems and they will do them on the boards. We will be working on multiplying single numbers by multiples of 10.</p> <p>Second, we will review what it means to write numbers in standard, expanded, and word form. I will write a number on the big board and talk about what each form is. Then they will work as a table to show me how to write that number in each form.</p> <p>Third, I will use the big clock to go over time with the students and what each hand on the clock means.</p> <p>Next, we will review on rounding to the nearest 10 and 100 places. I will write a few numbers on the board and talk about them with the class then let them do some on their own.</p> <p>Last, we will go over the place values in numbers.</p>

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.
20 min	Closure:	I will divide the class into 5 teams and we will play jeopardy to assess how well the students are learning the information.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify by having the students work in partners to help each other. I could also have clocks for the students to use so they have more hands-on activity. I could walk around and look at students group conversations and marker boards and help those that don't seem to understand.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could have more hands-on things for the students to do in the lesson. I could also make more teams so that there would be less people on teams, that would challenge everyone to talk more.
--	--

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.	
--	--

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>
---	---------------------------------------

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>