

Name Carlee Collins

Lesson Plan Template

Lesson Segment Focus Multiplication Tables

Lesson 1 of 1

Course & topic addressed Mathematics & Multiplication

Date November 8, 2018 Grade 4th

Student Outcomes

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| Specific learning objectives for this lesson. | The specific learning objectives for the student are to become more proficient working with multiplication tables. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students know simple multiplication but we will build upon this and they will become more advanced/proficient at the multiplication tables. |
| Knowledge of students background (personal, cultural, or community assets) | Students know how to multiply. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | AR.Math.Content.4.OA.A.1 <ul style="list-style-type: none"> • Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) • Represent verbal statements of multiplicative comparisons as multiplication equations |
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Academic Language Support

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| 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? | Students will be working on iPads on a certain app for this lesson but there should be no academic language problems. There is no reading involved. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Equation Multiplication Tables |
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Materials

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| Materials needed by teacher for this lesson. | iPad and the app “Cloud tables” |
| Materials needed by students for this lesson. | iPad and the app “Cloud tables” |

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. |
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| 5 Minutes | Introduction: Review that we know how to multiply | I will put a few simple multiplication problems on the board and will make sure students know how to multiply as well as explain what we are about to do on the iPad. |
| 25 Minutes | Instruction: Students get iPads and we begin working on the multiplication tables | I will have each student get an iPad and for 25 minutes the students will be solving the multiplication problems on the “Cloud tables” app. This will help the students become quicker at answering these multiplication facts that they should know, so they will be prepared to solve word problems that deal with multiplication. I will be walking around the room available to assist anyone who needs help. |
| 10 Minutes | Closure: Ask for questions & Quiz | I will ask the students if they have questions and evaluate their understanding with a quick multiplication quiz |

| 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. |
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Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | .This would actually be a great lesson for remediation, the app would be a great tool for students to use to get that extra practice with multiplication tables. For 504 students, you would have to make sure they are on task with the iPad. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I would print out a multiplication table worksheet for students that could not use the iPads. |
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Assessments: Formative and/or Summative

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| 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

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

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| 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>;
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