Name_____Chaquinn Strickland______ Lesson Plan Template

Lesson Segment FocusMultiplication and Division		Lesson	2of10
Course & topic addressed	Math: Operations	Date	Grade3rd

Student Outcomes

Specific learning objectives for	TSW be able to find the missing number in a multiplication or division problem.
this lesson.	
Describe the connection to	Learning arrays, the rules for division and multiplication
previous lessons. (Prior knowledge	
of students this builds upon)	
Knowledge of students	Students will become more familiar with division and multiplication and how they go hand and hand.
background (personal, cultural, or	
community assets)	

State Academic Content Standards

List the state academic content	CCSS.MATH.CONTENT.3.OA.A.4 Finding the unknown variable in an multiplication and
standards with which this lesson is	division problem.
aligned. Include state abbreviation and	
number & text of the standard.	

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?	Students will watch a video on BrainPOP about multiplication and then division.
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Key Vocabulary

What vocabulary terms/content specific	Multiply, divide, product
terminology must be addressed for	
students to master the lesson?	

Materials

Materials needed by teacher for this lesson .	iPad
Materials needed by students for this lesson .	iPad, BrainPOP app

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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.
10 min	Introduction: Teacher will review with the students	As the teacher, I will ask questions regarding multiplying and dividing. I will then write a question on the board like, $6 \times ? = 24$. The students will model breaking the 24 cubes into 6 groups and divide them up until there is no more. Then they will see that each group has 4. Meaning the answer to the problem would be 4.
20min	Instruction:	The teacher will allows the students to watch the video about multiplication and division on BrainPOP. She will tell the students to write down what is important as the video plays.
	BrainPOP video	
15 min	<u>Closure:</u> Discussion	The teacher will ask the students if they have any questions and she will reiterate what the video says

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

Accommodations/Modifications	
How might I modify instruction for:	I will watch the video with those students who might be lower level to make sure that they are understanding
	understanding.

Remediation?	
Intervention?	
IEP/504?	
LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional	I will allow the children to watch small chunks of the video at a time.
strategies to ensure all student needs are met?	

Assessments: Formative and/or Summative

Describe the tools/procedures that will be	☐ Formative /□ Summative	Using their notes as an exit slip.
used in this lesson to monitor students'	\Box Formative / \Box Summative	Test over the missing variables.
learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /□ Summative	Students demonstrate what was shown to them in the video

Research/Theory

Identify theories or research that supports	Research shows that children learn by seeing things repeatedly and taking notes
the approach you used.	simultaneously.

Lesson Reflection/Evaluation

What went well?	Multiplication and subtraction should not be done in the same day.
What changes should be made?	
How will I use assessment data for next	
steps?	

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/Resource11.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