



Name Chaquinn Strickland

Lesson Plan Template

Lesson Segment Focus Finding the unknown in Multiplication and Division

Lesson 3 of 13

Course & topic addressed Math: Multiplication and division Date 09/10/19

Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will need to find the unknown whole number in multiplication and division.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The connection would be the students recalling their multiplication facts and relating that to this lesson.
Knowledge of students background (personal, cultural, or community assets)	Students will become more familiarized with their multiplication and division.

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.	<u>CCSS.MATH.CONTENT.3.OA.A.4</u>
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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?	I will provide the students with a list of their multiplication facts; in case they have forgotten certain ones. We will review the different rules of how to multiply and discuss how multiplication and division are reciprocals of each other.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Multiplication, Division, Product, Divisor, Dividend, Multiplier
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Materials

Materials needed by teacher for this lesson .	Blocks to demonstrate the math problems. That way students could have a visual about how it works.
Materials needed by students for this lesson .	Colored paper and markers. This will be used to write down the examples we do on the board. The color paper will keep their attention. Math is a difficult subject, so by having colored paper and markers, the students will not be so intimidated by this subject. Manipulatives (cubes, circles, blocks) will also be used so the students can demonstrate the math problem.

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.
20 mins	<u>Introduction:</u> Review the old lesson about multiplying and dividing.	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.

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.
35 mins.	<p><u>Instruction:</u></p> <p>Describe and go over what we just modeled and make it make sense to the students.</p>	<p>I will do a few more examples with the students to make sure that everybody gets it. Then I will do other ways to find the unknown like : $8 \times 8 = ?$ $5 = ? / 3$</p> <p>The students will become familiar with each type of question. We will do a lot of each one to make sure the students fully understand.</p>
20 mins	<p><u>Closure:</u></p> <p>Students will try on their own.</p>	<p>I will give the students 2 examples of each problem and have them work it themselves. This is the time for me to see if each child is understanding, and if not, we could go back over what we discussed. Either way. We are going to review anyways.</p>

Accommodations/Modifications

How might I modify instruction for:	To modify, I will give fewer problems, and more examples to those students who are under an
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Remediation? Intervention? IEP/504? LEP/ESL?	IEP. I will discuss more in depth individually.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will provide manipulatives and using different colored paper to keep the students' attention and make them more eager and excited to learn. Worksheets could be done on chrome books.
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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 checked="" type="checkbox"/> Summative	Quizzes could be given over the lesson, and
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will be able to make up their own problems and solve it and model it using blocks.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students could demonstrate a problem that I write on the board and that could be their ticket to recess.

Research/Theory

Identify theories or research that supports the approach you used.	Research shows that students learn by being taught. So me, being the teacher, can provide examples in all kinds of ways to make sure that the children are understanding the lesson.
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	Using the colored paper and markers went well. The students were excited to step out of their comfort zone. Changes that could be made are how long we spend going over the review of the multiplication facts. The assessment for next time will be a simple test, that is on paper.
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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/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>

