**Name:** Evyn Graham**\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus:** Addition/Multiplication problems**\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed:** Math: addition/multiplication **\_\_\_\_\_\_\_\_\_\_ Date\_\_10/2/19\_\_\_\_\_ Grade\_\_\_4th\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Find missing whole number in an addition or multiplication number sentence. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students should know how to add numbers and multiply simple numbers. |
| Knowledge of students background (personal, cultural, or community assets) | Basic addition and multiplication skills. |

**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.2.OA.C.3 • Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s) • Write an equation to express an even number (up to 20) as a sum of two equal addend |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Addition  Multiplication  Sum  Product |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Whiteboards or smartboard, markers/controller, eraser |
| Materials needed by students for **this lesson**. | Whiteboard or something like it, markers, ipads on notes could work too. |

**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.** |
| --- | --- | --- |
| 3 | **Introduction**: | Pass out the whiteboards, erasers, and markers to the class. Begin by giving a warm up problem that is simple. Ex: 25+45 & 20x2 |
| 25 | Instruction: | Throughout the lesson, write number sentences with one of the numbers missing. The students should be trying to find the missing number. This will help their multiplication and addition skills.  Example: 2 x \_\_\_ = 12  Explain step by step how to work a problem like this. Be sure to incorporate how addition, subtraction, and division goes along with this type of problem as well. Once the activity is over, the students will get their iPads to further practice these skills on Sushi Monster. |
| 5 | **Closure:** | Walk around and check to make sure students are on Sushi Monster and are on task. Put iPads up once everything has been done. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | This is a class activity. Students how are struggling still need to pay attention to the lesson. Once they get on their iPads their level of problems will be available to them. This is one of the many reasons by Sushi Monster is a great tool to use in the classroom. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Students are able to work on their own time and pace. Students are also able to work on the problems and at the level that is appropriate for them. During the lesson itself, a teacher could make sure to incorporate easer problems throughout to make sure the struggling students still feel somewhat involved. |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ 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? | *TO BE FILLED IN AFTER TEACHING* |

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>