

Name: Elizabeth Hay _____

Lesson Plan Template

Lesson Segment Focus: **Multiplication** _____

Lesson 1 of 2

Course & topic addressed Math/Multiplying

Date 10/24/18 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to multiply simple number in their heads.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know what multiplication is, how to multiply, and how to add.
Knowledge of students background (personal, cultural, or community assets)	Some students might not celebrate Christmas

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.OA.B.5 Apply properties of operations as strategies to multiply and divide For example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (Commutative property of multiplication). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (Associative property of multiplication). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property). Note: Students are not required to use formal terms for these properties.</p> <p>We will be focusing on the multiplication side of this</p>
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Academic Language Support

<p>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?</p>	<p>We will have a word wall up of all key mathematical vocabulary, so students always have something to refer to. We will have words spelled out, sounded out, and defined.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Multiply Add Subtract Divide
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Materials

Materials needed by teacher for this lesson.	Ipads Worksheet
Materials needed by students for this lesson.	Pencil

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.
3-5 minutes	<u>Introduction:</u>	I will ask my students if they remember what the word multiplication means. They will answer, and I will explain today's activity.
45 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. Students will get the worksheet and finish it. 2. We will then come together as a group and talk about the different properties of math. 3. Then students will receive another handout color by number that is Christmas themed. 4. Students will use what they have learned to do this worksheet. 5. The next step will be for half the students to go to the iPad station and the other half to the teacher station 6. At the iPad station students will continue to practice multiplication facts on the Cool Times Table Math app. 7. At the teacher station we will go over their worksheets and see what they did wrong and better ways to remember each property.

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 minutes	Closure:	We will review our different properties and students will clean up and get ready to go home.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Visual: Have worksheets that have text printed bigger and sit closer to the front ESL: Have word wall available where students can sit in front and work
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Something we will do in all most every section of my class is learn visually, kinesthetically, and auditory. This way all different kinds of learners are reached.
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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 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.	
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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>
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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>;
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