Name: Hailey Hicks

Lesson Plan

Learning Segment Focus:Coding Lesson 1 of 1

Course & topic addressed: Math: Multiplication and Division Date: 10/13/2020. Grade: 4

Student Outcomes

Specific learning **objectives** for this lesson.	Students will expand their knowledge of coding while performing math problems.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Teacher will connect this lesson to a math lesson including multiplication and division.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Make sure the students are caught up with their multiplication and division facts.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**AR.Math.Content.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Multiplication** **Division** **Coding** **Word Problems**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	From the vocabulary listed above, students will understand how to complete this lesson by knowing the definitions.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad paper pencil
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPad paper pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	**Introduction**:	I will pass out the iPads to the students and have the students get put a piece of paper and a pen. I will have the students do a warm up problem like 10X12 and 25/5.
25 minutes	Instruction:	-The students will open their iPads and open up the app Hopscotch. -The students will go to the search bar and search "Multiplication and Division Coding" -Teacher will explain that a math problem will pop up and the student writes it down on their paper and circle the answer -The students will click on the screen and begin the work -When the students get their answer, they need to type it in on the iPad (they are unlocking a lock) -If they get the answer right, the key will unlock.
5 minutes	**Closure:**	The teacher will call on students to share the problems that they did not get correct and teacher will write them down. Teacher will review these in front of the class.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	To modify this lesson, there are levels of difficulty that the students can choose from to make it easier or harder.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit	**Students are able to work on their own time and their own pace. Students are also able to work at a level that is appropriate for them.**

instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	

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

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	

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