

Lesson Plan

Learning Segment Focus Multiplication and Division

Lesson 5 of 5

Course & topic addressed Operations and Algebraic Thinking Date Nov. 5, 2020 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to apply the properties of operation including multiplication and division.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have previous knowledge of how to work math problems using the properties of operation.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Student's previous and future knowledge of the properties of operation involving multiplication and division help them apply their skills in the real world.

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.3.OA.B.5 Apply properties of operations as strategies to multiply and divide
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Addition - Subtraction - Multiplication - Division - Equations - Equal Sign - Plus Sign - Minus Sign - Division sign - Multiplying sign
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Academic Language Support

<p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> ● Students are identifying multiplication and division in the properties of operation. ● Students are solving equations. ● Students are applying knowledge.
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Smart board, computer, access to google</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Chrome books, access to google, paper, pencil</p>

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)
<p>15 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ● We will review multiplication and division along with the properties of operation ● We will talk briefly about what thanksgiving dinner we have and what they think the recipes call for. 	<ul style="list-style-type: none"> ● TTW start off with reviewing several multiplication and division questions. ● TTW review the properties of operation. ● TTW ask the students what they eat on thanksgiving. ● TSW answers in an orderly fashion by raising their hand. ● TTW ask the students what they think each recipe calls for. ● TTW ask the students to get their chrome books out and paper and pencil

45 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> ● I will explain in detail the assignment regarding the properties of operation ● I will remind student how to handle their computers ● Students will work on their multiplication and division skills 	<ul style="list-style-type: none"> ● TTW tell the students that they will be working on a google spreadsheets that has the math that goes into a thanksgiving dinner recipe. ● TTW ask the students to write down several of the items that they have on thanksgiving on their paper to get their ideas flowing. ● TTW pull up the example on the smart board to show the students. ● TTW tell the students that they fill in the spreadsheet to the best of their ability, then they will use their skills in properties of operation to multiply and divide the items to get the total price of each item, lastly dividing the total by how many people usually show up to their dinner. ● TTW explain the students that this is a great example of how much family members would have to pay if they ate out on thanksgiving. ● TTW scaffold in the areas they need.
5 min.	<p><u>Closure:</u></p> <ul style="list-style-type: none"> ● I will ask the students to share their work with me. ● Students will share their totals with each other. 	<ul style="list-style-type: none"> ● TTW ask the students when they are finished to share the document with her. ● TTW ask the students to share the totals they got and to share their thoughts. ● TSW put away their chromebooks.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Remediation/Intervention: I will apply more focus on those that may need remediation or intervention by having small group lessons is necessary without making the students feel singled out. IEP/504: I will follow the individualized IEP/504 to the student while incorporating the lesson. LEP/ESL: I will use translation to the best of my ability for any part of the lesson that might not be understood, even putting the lesson in simpler phrases.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit 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.)</p>	<p>Students will be involved in large group discussion in order for them to work off each other's ideas. Students will have written and verbal instruction to ensure understanding of the assignment and topic.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Students will have a test over the properties of operation that include multiplication and division.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (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.</p>	<p>Research supports students working as a class together helps to boost their ideas and previous knowledge they may have. By doing so they are able to work off each other on their ideas to help get their thought process moving.</p>
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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;](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>

Link to Spread Sheet for Lesson:

<https://docs.google.com/spreadsheets/d/1uGEBGLAwf4petFFgqRjwdydEbGKmSlolYFpOjudIGYo/edit?usp=sharing>