

Name Jasmine Baker

Lesson Plan

Learning Segment Focus Operations and Algebraic Thinking

Lesson 6 of 6

Course & topic addressed Multiply and divide within 100

Date 11/4/20 **Grade** 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to multiple and divide numbers using strategies.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have previous knowledge of how to add and subtract, multiple and divide and how to work the properties of operation.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students previous and future knowledge of multiplication and division will assist them in real world problems dealing with math.

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.C.7 Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations
---	---

Key Vocabulary

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

Academic Language Support

What is 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) ?	<ul style="list-style-type: none"> • Students are identifying problems with multiplication and division. • Students are solving equations. • Students are applying knowledge previously learned.
--	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Excel Spreadsheets, smart board
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Access to computers, paper, pencil, internet

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)
15 min	<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 the students favorite candy and what the prices are. 	<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 candy they like the best (snickers, skittle, reeses, starburst, m&m's) TSW answers in an orderly fashion by raising their hand. TTW ask the students what they think each candy cost and what stores they shop at. TTW ask the students to get their chrome books out and paper and pencil
45 min	<p>Instruction:</p> <ul style="list-style-type: none"> I will explain in detail the assignment regarding multiplication and division. I will remind student how to handle their computers Students will work on their multiplication and division skills with prices of candy 	<ul style="list-style-type: none"> TTW tell the students that they will be working on a excel spreadsheets that includes the candy prices at different stores. TTW ask the students to write down several of the items that they think the prices might be for. TTW pull up the example on the smart board to show the students. TTW tell the students that they will looking at prices of different candy so that they can compare the prices at different stores, then they will multiple the numbers they find by how many they would normally eat of each candy on their paper to show their multiplication skills. TTW explain the students that this is a great example of how much their parents spend on the candy they buy them. TTW scaffold in the areas they need.
5 min	<p>Closure:</p> <ul style="list-style-type: none"> I will ask the students to share their work with me. 	<ul style="list-style-type: none"> TTW ask the students when they are finished to share the document with her.

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)
	<ul style="list-style-type: none"> Students will share their totals with each other in the groups. 	<ul style="list-style-type: none"> TTW ask the students to share the totals they got and to share their thoughts amongst their group. TSW put away their chrome books.

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>
--	---

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 in groups supporting one another while working on the individual part of the assignment. Students will have written and verbal instruction to ensure understanding of the assignment and topic. Students will have a teacher example of the assignment providing a visual to assist in what is expected for the assignment. Students will have prior knowledge of how spreadsheets work.</p>
---	---

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>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Students will have a test over multiplication and division within 100.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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 being put in small groups to work with each other on assignments. By doing so they are able to work off each other on their ideas to help get their thought process moving. Research supports having a visual of what is expected help students work more effectively.</p>
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
--	--

steps?	
--------	--

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&qI=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>