

Name Jasmine Baker

Lesson Plan

Learning Segment Focus Word Problems involving Math

Lesson 4 of 4

Course & topic addressed Multiplication and Division

Date 10/15/20 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to comprehend multiplication and division equations within 100 through word problems.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have previous knowledge of how to solve word problems.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students previous and future knowledge of word problems involving multiplication and division assist 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.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
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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 • Division • Equations • Equal Sign • Plus, Sign • Minus Sign • Division sign • Multiplying sign
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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	<ul style="list-style-type: none"> • Students are identifying the word problem. • Students are Solving equations.
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address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Plastic Easter eggs, sprinkles, tape, decorative tape, Ziplock bag, sharpie, pencil, Multiplication and Division work sheet, access to Times Table Rockstar.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Plastic egg shaker, Multiplication and Division work sheet, access to Times Table Rockstar, chrome book, 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)
15 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> We will review how word problems are broken down and how to solve them. We will review our multiplication and division skills. 	<ul style="list-style-type: none"> TTW will start off with a discussion on how word problems work. TTW review multiplication and division skills.
45 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> I will explain in detail the assignment regarding the word problems. I will reexplain how to use the egg shakers. Students will work on their multiplication and division skills. 	<ul style="list-style-type: none"> TTW tell students the math assignment for the day will be on words problems involving multiplication and division. TTW hand out egg shakers to each student and review how to use and handle them TTW pass out the division and multiplication worksheet to each student TTW tell the students that when they use their thinking brains to solve a problem to shake their egg counter as many times as the number says. (Example: If the number is 3 the student shakes the egg 3 times) TTW tell the students to then multiple or divide the equations depending on what the word problem asks for.

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"> • TTW tell the students to record their answers in the appropriate place on the worksheet. • TTW show the students an example from the board • TTW ask one student to repeat the instructions back • TTW ask one more student to repeat the instructions • TTS begin the assignment with scaffolding from the teacher
5 min	<p>Closure:</p> <ul style="list-style-type: none"> • I will explain to the students how to work Times Table Rockstar. • Students when finished with their assignment will practice with Times Table Rockstar until everyone is finished. 	<ul style="list-style-type: none"> • TTW tell students when finished with the assignment to login to their chrome books and play with Times Table Rockstar to enhance their skills . • TSW turn in their work for the day in their trays.

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 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.</p>
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	<p>Students will have a teacher example of the assignment providing a visual to assist in what is expected for the assignment.</p> <p>Students will have prior instructions on how to navigate the app Times Table Rockstar app so that they can ease their way through the assignment.</p>
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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 checked="" type="checkbox"/> Summative	Students will have a test over words problems using multiplication and division at the end of the week.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

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 .	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 states that by having a real life visual of the content being learned the students learn quicker.
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<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.moneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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