

## Lesson Plan Template

**Lesson Segment Focus: Multiplication Activity Using Skittles      Lesson 1 of 3**

**Course & topic addressed: Multiplication with Manipulatives    Date: October 30, 2019 Grade: 4**

**Student Outcomes: Be able to recognize how the manipulatives represent a multiplication problem. Also be able to understand how multiplication and division correlate.**

Specific learning objectives for this lesson.	Students will be able to grasp the concept of multiplication using hands on manipulatives.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have worked with multiplication problems, and division problems. In this lesson they will apply that knowledge to the new things learned.
Knowledge of students background (personal, cultural, or community assets)	Multiplication is in everyday life activities. Students will be able to see that in the manipulative activity.

### 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.	AR.Math.Content.4.OA.A.1 • Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) • Represent verbal statements of multiplicative comparisons as multiplication equations
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### Academic Language Support

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?	Students need access to Google Sheets and high speed internet. They need to know how to read a graph and a table of information.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Table</b> <b>Multiplication</b> <b>Division</b> <b>Order</b> <b>Correspond</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Smartboard Assessment Sheet Filled out Google Sheet
Materials needed by students for <b>this lesson.</b>	Blank Google Sheet High Speed Internet Access Ipad/Laptop Skittles

## 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.
10 min	<b>Introduction:</b> Introduce lesson	Teacher will go over main parts of the instruction on how to complete activity. Make sure all students are in the correct groups. Give each group bag of skittles.
30 min	<b>Instruction:</b> Walk around room listening to groups and be available for questions as they pop up.	This activity is student led. Students will collaborate in groups and work together to fill out the chart and read the graph. Their job is justify their answers using the manipulatives.

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.
5 min	<b>Closure:</b> Go over lesson and main points.	Make sure students understand the point of the lesson, and then let them eat the candy.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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:EsQcNWuG1Z0J: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>