Name _____Kristen Laky_____

Lesson Plan

Learning Segment Focus Operations of Multiplication and Division **Lesson** _____4_____of___5_____

Course & topic addressed ____Math_____ **Date**_____50 min_____ **Grade**__3rd_

Student Outcomes

Specific learning **objectives** for this lesson.	The students will learn about the operations of multiplication and division.
Justify how learning tasks are appropriate using examples of **students' prior academic learning.**	Students have previously learned about the process of multiplication and division and have shown comprehension of both processes.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults.

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.

Key Vocabulary

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

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)?**	The teacher will have detailed discussions involving new academic words as the class comes across them. These words will be defined and explained in life-related situations so the students can better relate and understand the meanings behind the language. Within the class, the teacher will have a place for a word wall where words will be added along with the definitions that the class comes up with together.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	• Lab pack of Math Games Application for iPad • Dry erase markers and Board • Practice problems activities page (Class set)

Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	- Pencils - iPads

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 Minutes)	**Introduction**: Discussion	- The teacher will start off the class by asking the students if and how multiplication and division corresponded together. - The teacher will allow for discussion to be made within their table groups. - After giving the class about 10 minutes of time to discussion with their group, the teacher would then go to each group and have one person from their group tell the class and teacher what they thought of the question. - The teacher would write their responses on the board.
(20 Minutes)	**Instruction**: Teacher Presenting Lesson (10 Minutes) Worksheet (10 Minutes)	- The teacher will go over in detail how multiplication and division relate. - There will be several practice problems that the teacher and class will work together on before moving forward. - The teacher will hand out the Inverse Relationship worksheet out to the class for them to work on it within their group.
(15 Minutes)	**Closure:** App Practice	At the end of the class, the students will get out their iPads and work on the lessons on the Math Games app that I have assigned

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)
		them. The application will be individual work to help with their practice skills on what they have learned as well as a way for the teacher to individually assess them from their progress.

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.)	• *Remediation:* I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one on one, I will do that as well. • *Intervention:* If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability. • *IEP/504:* I would follow the IEP and 504 to help the child however I could with the lesson. • *LEP/ESL:* I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US. • *Gifted Students:* I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.

Differentiation

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.)	**Different lesson will be assigned on the app to meet the needs of the student's abilities. This could be at their level of learning or even more advance to provide a balance approach to the zone or proximity. One-on-one help will be available to students during the time with the application use.**

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 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.**	

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/Student Teachers/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

Inverse Relationships Mult/Div (A)
Instructions: Use the information given to fill in each box.

since 4 x 6 = 24
then 24 ÷ 4 =☐

since 4 x 6 = 24
then 24 ÷ 4 =☐

since 1 x 6 = 6
then 6 ÷ 1 =☐

since 8 x 5 = 40
then 40 ÷ 8 =☐

since 3 x 4 = 12
then 12 ÷ 3 =☐

since 1 x 3 = 3
then 3 ÷ 1 =☐

since 6 x 8 = 48
then 48 ÷ 6 =☐

since 2 x 2 = 4
then 4 ÷ 2 =☐

since 1 x 3 = 3
then 3 ÷ 1 =☐

since 8 x 1 = 8
then 8 ÷ 8 =☐

since 3 x 9 = 27
then 27 ÷ 3 =☐

since 4 x 4 = 16
then 16 ÷ 4 =☐

since 9 x 4 = 36
then 36 ÷ 9 =☐

since 7 x 3 = 21
then 21 ÷ 7 =☐

since 1 x 4 = 4
then 4 ÷ 1 =☐

since 7 x 5 = 35
then 35 ÷ 7 =☐

Free Math Worksheets at http://www.math-drills.com