

Name Kelsey Plunkett

Lesson Plan Template

Lesson Segment Focus Grouping in Multiplication

Lesson 1 of 1

Course & topic addressed Math & Multiplication

Date 10/22/18 Grade 3rd

Student Outcomes

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| Specific learning objectives for this lesson. | Students will learn how to multiply through grouping. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students should already understand the basics of grouping and multiplication, as well as how multiplication differs from addition and subtraction. |
| Knowledge of students background (personal, cultural, or community assets) | Most students come from thriving communities with plenty of social activities, therefore explaining a review of grouping will be easy if it is made relatable (like their neighborhood group). |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | AR.Math.Content.3.OA.A.1 Interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each) For example: Describe a context in which a total number of objects can be expressed as 5×7 . |
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Academic Language Support

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| 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 will have access to the google doc on their Chromebook, as well as the google drawing platform. The teacher will walk around the classroom to provide aid to any students that may require extra assistance. This assignment should be simple enough that students should not require extra help. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Grouping and multiplication should be addressed because they are the main objectives of the activity, of which students should already be somewhat familiar. |
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Materials

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| Materials needed by teacher for this lesson. | Access to each students google doc to review their work. |
| Materials needed by students for this lesson. | Students need their Chromebook and the assigned google doc page. |

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. |
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| 10-15 mins | <u>Introduction:</u> Introducing the activity | The teacher will provide instruction to the students about the activity and materials they will need. The teacher will show an example of a practice problem so that students get review on how to use the program. |
| 60-90 mins | <u>Instruction:</u> Students perform the multiplication grouping activity | Students will solve the problems on the google doc by using the google drawing option to help them through showing their work. On the drawing portion, students should make larger circles for one number and fill them with smaller circles (or other shapes) to represent the second number. This will help them figure out the correct answer to the problem. After the initial introduction, students should have enough knowledge on the program to solve the problems. If needed, the teacher will be available for assistance. |
| 10-15 mins | <u>Closure:</u> Review the activity with students to evaluate their understanding. | The lesson should conclude with a 10-15 minute wrap up to discuss the students answers and review their work. Students should have a firm grasp on the assigned standard by the end of the lesson because of their shared work. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | .Depending on where students are at, this will determine whether or not students will work on their own. They are set to work alone, however, for those that are in math remediation or intervention and require just a little more assistance, group work would be more beneficial. Students tend to develop more when they can observe their peers working through each step as well. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Considering that the assignment is google specific, there cannot be changes to the methods and tools used for the assignment. However, the way that the instruction is delivered, or the depth of the instruction, can be more elaborate if needed. Providing more detail to students that need it, as well as one-on-one instruction. |
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Assessments: Formative and/or Summative

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| 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

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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.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>