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Lesson Plan Template

Lesson Segment Focus: Multiplication

Lesson 5 of _____

Course & topic addressed: Mathematics/Using QR for Multiplication

Date: 11/12/18

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to identify and solve multiplication problems
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students are familiar with multiplication facts and how to solve them as well as using an iPad for QR codes
Knowledge of students background (personal, cultural, or community assets)	Students personal background includes knowing how to use iPads as well as class work we have done with Multiplication factors.

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.	CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
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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 will be provided with their math journals for scratch paper to work problems that appear on their iPads. The QR codes are for checking their work and the answer.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Basic vocabulary that may appear in a multiplication word problem
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Materials

Materials needed by teacher for this lesson.	Teacher will need to ensure that the multiplication QR codes and word problems are ready and that the codes work as expected.
Materials needed by students for this lesson.	Students will need iPad for QR code with Multiplication game and their Math journal for scratch paper

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.
	<u>Introduction:</u>	TTW tell students that they will be reviewing Multiplication problems before their test on Friday. TTW tell students that they will have an activity for practice and will be able to use their iPads to scan QR codes to check their work.
	<u>Instruction:</u>	TTW begin by reviewing multiplication factors that were discussed in class to prepare for the test on Friday. TTW have word problems for each student to work at their desk in their math journal. Once they are finished with working the word problems they will get their iPads out and scan the premade QR codes to check their work as well as the answer. TSW do the problems given to them and once they are finished they will switch with another student to practice another set of problems. They will continue to do this until they have switched with four different people. TTW tell students to make sure their work is in their math journal. TTW tells the students to return their math journals to basket for her to check.
	<u>Closure:</u>	TTW collect the math journals to check the students work and have the students return their iPads to the charging station.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.The teacher will expect all students to practice the math problems during this time but TTW be sure to pull students who need the extra practice and do the problems with them individually.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TTW provide extra time for students to finish the math problems as well as switch problems with others. TTW scaffold throughout the time the students are working on this activity.
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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? 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>;
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