

Name: Kori Tapp

Lesson Segment Focus: Review

Lesson: four of four

Course & topic addressed: Multiplication, Division and Addition - Math

Date: April 11, 2019

Grade: Third

### Student Outcomes

Specific learning objectives for this lesson.	To make sure students understand basic multiplication, division and addition before we build off of it.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The past three lessons have been review. One day we went over multiplication, the next class period we went over division and the next, addition.
Knowledge of students background (personal, cultural, or community assets)	The students have learned these things in second grade, we are just reviewing before we go into fractions.

### 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.3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction AR. Math.Content.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers for example: Determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \_ \div 3$ , $6 \times 6 = ?$
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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?	N/A
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Multiplication, Division, Addition, Relation, Unknown, Whole Numbers, Equation</b>
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### Materials

Materials needed by teacher for <b>this lesson</b> .	Smart board, computer, jeopardy PowerPoint ready, whiteboard, dry erase markers
Materials needed by students for <b>this lesson</b> .	Dry erase boards, dry erase markers, dry erase erasers

### 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.
5 minutes	<b><u>Introduction:</u></b> Information about the class period	I will use this time to give the students instructions about what I expect to be accomplished during this class period. I will inform them that they will have a review worksheet, we will review and then we will have a fun game at the end of class.
40 minutes	<b><u>Instruction:</u></b> Handout Worksheet Multiplication Division Addition	I will hand out a simple scattered worksheet of different multiplication, addition and division equations. I will give them 5 minutes to finish the worksheet. I will then go over the worksheet with them and spend this time reviewing by working problems on the board. This will be a good time to refresh on everything before we play the game. I will pick up their worksheets for a grade. I will then ask them to go sit on their assigned colored dot on the carpet so we can play our jeopardy game as a class. After they all find their place on the carpet, I will divide the room in half. I will assign a spokesperson for each group by picking a student who has been good that day.

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.
		My helper of the week will hand out a dry erase board, marker and eraser to each of the students. The winning team will get a special prize at the end of class. I will pull up the power point and start the game. They will work out the problems on their dry erase board and come to a conclusion on the answer as a team. The spokesperson of the group will tell me the answer they came up with. I will keep track of the score on the whiteboard.
5 minutes	<b>Closure:</b> Back to seats	All of the students will go back to their seats and I will pass out candy to the winning team. I will leave this time open for questions.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I would have students that struggle with math concepts sit with students who are advanced so they can help them whenever they feel lost. I would have students who can't see or hear as well as others sit in the front so they can see the board. If students struggle to pay attention, I would have them sit on their color dot on the carpet so they will be up front with me.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>We will be reviewing together as a class so students will hear the instruction. I will be working problems on the board so the students can see the review. We will have a worksheet and a game so the students can be hands on.</b>
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that	<input type="checkbox"/> Formative / <input type="checkbox"/>	
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will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	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; 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>