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Lesson Segment Focus: Division

Lesson: Two of Three

Course & topic addressed: Math, Unknown-Factors

Date: March 20th, 2019

Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to find unknown-factors to understand division problems. The students will link that a number times a number is the same as the product of the two being divided by one of the multiplying numbers.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will build off of basic division and multiplication.
Knowledge of students background (personal, cultural, or community assets)	The students will need to know how to multiply numbers.

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.OA.B.6 Understand division as an unknown-factor problem For example: Find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
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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?	Multiplication, division, factor
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Materials

Materials needed by teacher for this lesson.	Smart board, white board, dry erase markers
Materials needed by students for this lesson.	Worksheet, pencil

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.
15minutes	Introduction: Multiplication and division review	I will start class by reviewing basic division and multiplication skills. I will do this by playing the BrainPOP division video and multiplication video. After each of the short videos are played, I will open up the quiz that goes with each video and read the question to the class and pick the answer they come up with. This shouldn't take long because it should be review for them.
20 minutes	Instruction: Multiplication and division connection Worksheet	I will explain to students the connection of multiplication and division. After I show some problems on the board, for example $8 \times 8 = 64$ and $64 / 8 = 8$ and I think the students are understanding the concept, I will hand out a work sheet. I will give the students time to complete the worksheet, I will walk around making sure everyone is on task and see if anyone needs help. As students ask questions, I will work them out on the board so everyone can see.
15 minutes	Closure: Go over worksheet	After I walked around and made sure everyone was done with their worksheet, I would go over the problems with the students. I would have them go down question by question and if someone missed it and wanted to see the problem worked out, I would work it out on the board for them to see. I would collect the worksheet as an exit pass for the class period.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. I could 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?	I lecture and have videos so the students can hear what they need to learn. The videos will be played and I will work problems on the board so students can see the material. I will have a worksheet for students who are hands on learners.
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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>; <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>