Name___Lillian Cousins_____

Lesson Plan

Learning Segment Focus_____Math_____**Lesson** ____1___of_____1_

Course & topic addressed ____Multiplication_____**Date**__3/9/20__ **Grade**__3-4_

Student Outcomes

Specific learning **objectives** for this lesson.	The students will be multiplying numbers from 1-100
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	The students will know how to multiply
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	The students have multiplied before using smaller numbers and are now learning bigger numbers

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.C.7**

Key Vocabulary

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

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 students have already multiplied before and this is just an activity for them to get more comfortable with multiplying and become faster at doing so.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	QR codes and iPad for the class to scan the codes
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	nothing

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)
5 min	**<u>Introduction</u>**:	• I am going to explain to the class what we will be doing and passing out the iPad
20 min	**<u>Instruction:</u>**	• The students will be given Ipads that have a QR scanner and they will be given codes. On the projector, I will have a multiplication problem and 4 answers that they have to choose from. They will have to scan the code that goes with the answer they choose and it will tell them if they got it right or wrong.
10 min	**<u>Closure:</u>**	• I will go over what problems the students got wrong and show them why it is wrong and show them the right answer.

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.)	If the students cannot see the projector, I will have them move closer so they can see it.

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.)	I am using technology so they can learn more with technology and they are getting hands on a visual learning.

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/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;
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