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Lesson Plan Template

Lesson Segment Focus: Addition/Multiplication problems **Lesson _____of_____**

Course & topic addressed: Math; Addition/Multiplication **Date:** 3/11/19 **Grade:** Third

Student Outcomes

Specific learning objectives for this lesson.	Find the missing whole number in an addition or multiplication number sentence.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know how to add numbers and multiply simple numbers.
Knowledge of students background (personal, cultural, or community assets)	Basic addition and multiplication skills.

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.	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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$

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?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Addition** **Multiplication** **Sum** **Product**

Materials

Materials needed by teacher for **this lesson**.	Whiteboard or smartboard
Materials needed by students for **this lesson**.	Mini whiteboards, erase markers, iPads

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.
	Introduction: Review addition skills to transition into multiplication.	Pass out small whiteboards to the entire class along with an eraser and dry erase marker. Stay at the front of the class to work problems and walk around to assess students.
	Instruction: This lesson should take place after basic multiplication and addition knowledge is known. This can be a review lesson or activity to prep for a test.	On the big whiteboard, write number sentences with one of the numbers missing. The goal is for students to find the missing number. These should be simple one-digit math equations such as 8 x _= 24. Students should copy problem down and work individually. Walk around and check to see which students are struggling, copying, or getting the problem correct. After this activity, students can use iPads to play with the app Sushi Monster to increase knowledge and skills.
	Closure:	

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	This is meant to be a class activity. Students who need more instruction receive intervention to get one on one help with these math problems. Simpler problems may be used until student is ready to move up levels.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students are able to work on their own while still working with the class because of the whiteboards. This helps the hands-on and visual leaners. I am also talking through and working them on the board for the audible learners.

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

Identify theories or research that supports the approach you used.	

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; 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