

Name Madeline Martin

Lesson Plan Template

Lesson Segment Focus _____

Lesson 1 of 1

Course & topic addressed Math - Two Digit Multiplication

Date _____ Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	Using group investigation... <ul style="list-style-type: none">- Students will understand how to multiply with one and two digit numbers.- Solve complicated multiplication problems accurately.- Solve word problems involving multiplication
Describe the connection to previous lessons.	In a previous lesson we discussed what place value is and how it incorporates into other types of math. This knowledge of place value can help students take steps in learning multiplication. Students will incorporate this into one and two digit multiplication and word problems.
Knowledge of students background (personal, cultural, linguistic, or community assets)	2 special needs students, 5 bilingual students, 3 ELL students, 10 causasion students

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.4.NBT.B.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two twodigit numbers, using strategies based on place value and the properties of operations • Illustrate and explain the calculation by using equations, rectangular arrays, and area models Note: Properties of operations need to be referenced.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Whole Number Digit Multiply Place Value
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	Students will use their school computers to practice memorizing their vocabulary through an interactive memorization game I created!
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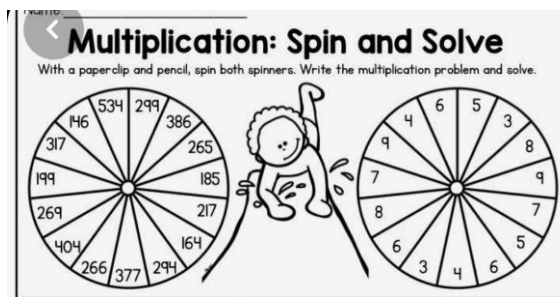
Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none">- Paper- Pre Traced Circles with Numbers- White Board- Pencil- Markers- Directions for group investigation project
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	<ul style="list-style-type: none">- Scissors- White Board- Dry Erase Markers- Pencils- Paper- School Computers

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.
10 min	<u>Introduction:</u>	<p>To start off the lesson I will show students some simple multiplication problems. These will be one digit multiplication problems that students should be able to understand from previously learning times tables.</p> <p>We will then work up to two digit by two digit. I will allow students to ask any questions they may have before we begin the group investigation project.</p>
20 min	<u>Instruction:</u>	<p>For the instruction part of the lesson I am going to have students pair with any student from the class. These groups of two are going to create a multiplication spinner project/game.</p> <p>(I will then give the directions of the group project so students know exactly what they are supposed to be creating and doing)</p> <p>I will tell students this is their own project/game to create as a pair and will make sure they know I am here to help if they need anything.</p> <p>I will have pre traced circles with two digit numbers on them. These students will be asked to cut the spinners out. They will have two of these spinners. One student will take a paperclip and pencil and spin the first spinner to land on a number. The second student will take a paperclip and pencil and spin the second spinner to land on another number. The students will then take their</p>

markerboard and multiply these two two-digit numbers by each other. They can work on solving this problem as a pair. Once the students have mastered spinning it on their own they will now use an electric spinner to land on numbers for them! They will do this 5 times. Once the students have solved 10 multiplication problems they will bring their boards to me for me to check and make sure they are doing it right. I will assess the pair of students on the accuracy of their answers and have them explain to me how they arrived at these answers. At this point they may ask me any questions they have as well.



This idea is reconfigured to fit my lesson, but this is the type of spinners students will be creating.

30 min

Closure:

I will have students all bring their games/projects they have created to the front of the room. I will allow students to give a 3-5 minute presentation to the class of the problems they solved and how they solved them.

At the end of the class, students will have a timed assessment of how many one and two digit multiplication problems they can correctly solve within the time limit. They will then turn these into me for grading and corrections. I think with this assessment

		being timed students will find it as a competition, as well as something they want to win. I will then give the winner a prize during the next class.
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Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students can use the math wall to look back at how we completed problems. All activities can be reduced to best fit a student's needs. I can provide study/guides and extra practice problems as well. I can provide one on one instruction to any student who needs it.
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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?	I will use group investigation to engage my students in a group project/game. Students will create this game as a pair and use the information they learned to present it to the class. I feel by doing this students will see how their peers completed problems differently than them, and create new problem solving strategies for these multiplication problems. I also feel by incorporating the vocabulary learning in with technology students will have a new way to memorize the words. The students also learned how to use an electronic spinner in the game to ensure they are getting hands on experience with new types of technology!
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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	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	Group investigation project, checking students 10 multiplication problems
	<input type="checkbox"/> Formative / <input type="checkbox"/> * Summative	Presentation to the class of their projects

(include type of assessment & what is assessed).	<input type="checkbox"/> * Formative / <input type="checkbox"/> Summative	Timed assessment of one and two digit multiplication problems
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Technology Integration

Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.	<p>Electronic Spinner Interactive Vocabulary Game on School Computers</p> <p>I feel that these are both great ways for students to become familiar with new types of technology. The electronic spinner students used to complete their activity is something they have probably never used before! The interactive game about vocabulary on their school computers is a great way for students to become more familiar with computers as well as different softwares!</p>
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Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	I chose group investigation for this lesson because I feel it gives students a chance to create this project with their peers all while strengthening their knowledge of solving multiplication problems. The students then have the opportunity to present the knowledge they learned together to the class.
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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.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>