Lesson Plan Template

Lesson Segment Focus_____

Lesson _____1_____of_____1_____

Course & topic addressed _____Math - Multiplicative Comparison_____
Date_____ **Grade__4th_____**

Student Outcomes

Specific learning objectives for this lesson.	For students to learn that multiplication problems are interchangeable using multiplicative comparison. This can be used in understanding word problems, or deepening students' understanding of equations.
Describe the connection to previous lessons.	In previous lessons students have already learned one and two digit multiplication skills. They are familiar with multiplication and are ready to apply their knowledge to future concepts.
Knowledge of students background (personal, cultural, linguistic, or community assets)	6 caucasion students, 3 ELL students, 2 homeless students, 3 bilingual, 4 poverdish 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.OA.A.1** - Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) , Represent verbal statements of multiplicative comparisons as multiplication *equations* - **AR.Math.Content.4.OA.A.2** - Multiply or divide to solve word problems involving multiplicative comparison, Use drawings and *equations* with a letter for the unknown number to represent the problem,

	distinguishing multiplicative comparison from additive comparison

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Multiplicative Comparison Equations

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.)	We will create posters on adobe sparks as a class with vocabulary terms, definitions, and examples and have then use the classroom printer to print them off and post them around the classroom throughout the time we are discussing the lesson. This will allow students a place they can look for the terms if they need it as well as see vivid explanations/examples of the terms.

Materials

Materials needed by teacher for **this lesson**. (such as books, writing materials, computers, models, colored paper, etc.)	Pencil Paper Computer
Materials needed by students for **this lesson**. (computers, journals, textbook, etc.)	Pencil Paper Laptops Work Books

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	**Introduction**:	We will discuss multiplicative comparison as a class at the beginning of the lesson. I will demonstrate to students what multiplicative comparison is and how it is interpreted into equations and word problems.
40 min	**Instruction:**	Students will be broken off into three groups to anaylze three different learning materials. - One group will read an instructional article on multiplicative comparison. - One group will watch an instructional video on multiplicative comparison. - One group will be analyzing word problems and trying to find the multiplicative comparison involved in them. (There will be a group member assessment for students to complete on their group members to make sure they were all participating in the activity) Once each group has finished analyzing and taking notes over their material, they will present it to the class. Each group will have a designated speaker to share their information to the class as a whole. Students will take notes while each group is presenting and then turn those notes into me for review. This is a good way for students

		to gain knowledge from three different types of material on multiplicative comparison in an efficient way.
10 min	**<u>Closure:</u>**	Students will each write three things they learned from the activity they did in class today. They will turn these into me to assess that they actively listened to the presentation and gained knowledge over multiplicative comparison.

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	Adobe Sparks Computers Printer The class will create vocabulary posters through adobe sparks on their school computers. We will then use the classroom printer to pring these off and post them around the classroom! This is a new software for these students and they can use their creativity as a class to create these posters! Integrating technology into the vocabulary will allow students to have a new way to learn these concepts.

how the content, instructional strategies, and technology "fit" together.	

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will give anys students who need it extra time to complete assignments. Students can have one on one instruction with me if they need it. I can provide printed off notes for students or allow extra time on assessments.

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?	Students will be able to incorporate any kind of artistic approach into their presentation. Students will be able to incorporate all their different qualities into their group work. Students will have the opportunity to brainstorm as a group over their learning material and create an appropriate group presentation for the class. Students will have the opportunity to show creativity when creating the classroom posters on adobe sparks!

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	☐* Formative /☐ Summative	Assesment of group members during jigsaw activity
	☐ Formative /☐ Summative*	Note Taking over other groups presentations

(include type of assessment & what is assessed).	☐* Formative /☐ Summative	Assessment over three things students learned at the end of the class

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	I incorporated the jigsaw method into my lesson over multiplicative comparison because I felt it was the best way for students to learn lots of information over multiplicative comparison during a shortened amount of time. Students were able to get information from three different learning materials, as well as create a presentation to share with the class over the material they studied. Students had to actively engage in the learning material in order to present the information over multiplicative comparison to the class.

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;

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