**Name: Maggie Schreit**

**Lesson Plan Template**

**Lesson Segment Focus: Cloud Tables Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: Learn to use Cloud Tables app Date: 10/31/18 Grade: 4th**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn how to use the Cloud Tables app on their own and for group work. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students already know their times tables. The app is a more fun way to practice them. |
| Knowledge of students background (personal, cultural, or community assets) | Students are able to solve these problems in a fun and creative way in and out of school. |

**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.  | 4.OA.A.1 Interpret a multiplication equation as a comparison. |

**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? | I will first do some multiplication problems on the Smart Board. Then I will introduce the app and solve some of the multiplication problems on Easy. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Multiply, times tables, app |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Smart Board, times tables app on iPad |
| Materials needed by students for **this lesson**. | Times tables app on iPad |

**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.**  |
| --- | --- | --- |
| 5-10 min | **Introduction**: Refresh memory on times tables and introduce the app. | I, the teacher, will begin by refreshing the 4th graders memories by doing some easy multiplication problems. I will then begin showing the Cloud Tables app on the iPad for them to use to practice. The students will watch and ask questions if there are any. |
| 20-25 min | Instruction:Students will begin using Cloud Tables. | I, the teacher, will tell the students that it is their turn to use the Cloud Tables app. The students will work individually to complete the times tables on the app. Whenever they complete the Easy Level, they may move on if they choose. If not, they can continue on Easy. I, the teacher, will go around the room answering any questions about the problems and the app.After the students get the hang of the app, they will be allowed to work in groups for the Difficult Level on Cloud Tables. |
| 10-15 min | **Closure:** Assessment of Times Tables | I, the teacher, will ensure the students understand the content by doing more Times Tables problems. Then, I will go to the app and make sure they understand that. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | For students with modifications, I, the teacher, will sit them close to the front for the Introduction, then for the Instruction I will set that student with a partner to ensure they will have help but still can work on the app themselves. I will also check on them regularly through Instruction. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **I, the teacher, will make sure that the students understand the content by having them use this app during free time or library.** |

**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>