

Name: Reagan Donald

Lesson Plan Template

Lesson Segment Focus: Multiplication

Lesson 4 of 8

Course & topic addressed: Multiplying Whole Numbers

Date: 10/16/19 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to Interpret <i>products of whole numbers</i> (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each)
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students should have a basic understanding of what multiplication is and its purpose.
Knowledge of students background (personal, cultural, or community assets)	The students are in 3 rd grade. They are mostly African American. They are able to skip count well and add and subtract.

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.	AR.Math.Content.3.OA.A.1 Interpret <i>products of whole numbers</i> (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each) For example: Describe a context in which a total number of objects can be expressed as 5×7 .
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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? What will you do to provide varying supports for students at different levels of academic language development?	For students who need help, I will help them at least understand the terminology and get their skip counting skills where they need to be.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Multiplication, multiples, product
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Materials

Materials needed by teacher for this lesson.	Smartboard, Brainpop
Materials needed by students for this lesson.	iPad, Brainpop app, pencil

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.
20 mins	<u>Introduction:</u>	TTW start by introducing the standard and having the students repeat after her. The teacher and students will then do a mini review over multiplication. They will watch the brainpop video over multiplication to get a better understanding.
20 mins	<u>Instruction:</u>	TTW pass out a printed version of the brainpop quiz and students will pull up the video on their iPads, so they can rewatch the video if they need to. TSW complete the quiz and turn in their papers.
15 mins	<u>Closure:</u>	TTW go over the answers of the quiz and answer any necessary questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – use easier multiplication facts Intervention – monitor closely and clarify and provide feedback IEP/504 – More time to complete the assignment LEP/ESL – working in a group
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Give detailed instruction. Have students restate objectives. Ask questions to direct student learning.
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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 (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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.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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