

Lesson Plan

Learning Segment Focus Algebraic Thinking **Lesson** 1 **of** 4

Course & topic addressed Multiplication and Division **Date** 10/13/2020 **Grade** 3

Student Outcomes

Specific learning objectives for this lesson.	Students will start out with interpreting products with whole numbers and by lesson 4 the students will be able to understand division with an unknown number.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students should know by now how to group numbers and know their addition and subtraction. Using the grouping from addition we can begin learning multiplication.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The learning tasks are appropriate because nothing in the app is personal, cultural, or linguistic. All the characters are animated animals.

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.3.OA.A.1 - AR.Math.Content.3.OA.A.4
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Multiplication Division Whole numbers Grouping Products Quotients Equations
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Knowing their key vocabulary will help them be able to understand the questions they are being asked. If they think a quotient is from a multiplication problem, they will get all of their answers incorrectly. They need to know which vocabulary word goes with which problem.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computers/ Tablets/ Laptops Codes for the Class created in apps App: Splash Learn App: Prodigy Math Games
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer/ Tablet/ Laptop App: Splash Learn App: Prodigy Math Games
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5-10 min	<u>Introduction:</u> Tell students to grab devices. Open Splash learn Tell which lesson and games we will do that day.	I will explain to the students to grab their devices from the cart. I will do a short review of what they know of multiplication and division. When the students get on the app I will show which games and lesson we will be doing that day. The first day will be multiplication.
30-50min	<u>Instruction:</u> Open my computer up and project the game from my computer to the smart board. I will ask the student answers to the game and practice. Let the students play quietly. When time is up, we will put devices up.	When the students get on the app, I will show which games and lesson we will be doing that day. The first day will be multiplication. When the Students are on their games, we will do the first couple together on the projector, which is projecting what my laptop has. After doing this together the students will play individually, and I will help when they need it. When their time is up, I will ask them to put their devices up.
5-10Min	<u>Closure:</u> Will talk to the students about the app and see if they like it or try the other app Prodigy. Review	The students will tell me what they thought of the app, what they liked and disliked. Then review of what they learned.

Accommodations/Modifications

How might I modify instruction for:	.You can modify this app, by putting remedial students on a lower level. For deaf
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<p><i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>students I can make the words bigger on the screen or words on the screen at all. For students who are blind, I can have the volume up and let it ask them the question, the student answers, and I click for them.</p>
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Differentiation

<p>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? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>After doing the game as a class I can use the results to put the app on their level when trying again.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Result charts
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Splash Learn App
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>“Covers almost any math concept you can think of, with lots of practice questions in each area. The parent and teacher dashboards also provide lots of useful information on student progress and mastery.” Given 4/5 stars by Pamela Brittain (Researcher)</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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