**Name\_\_\_Sarah Palmer\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_Multiplication\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_\_\_1\_\_\_\_\_\_\_of\_\_\_\_\_\_1\_\_\_\_\_\_**

**Course & topic addressed \_\_\_\_\_Multiplication Facts\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_11/12/2019\_\_\_ Grade\_\_\_\_3\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will review and test their multiplication fact knowledge |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have learned multiplication facts from 0 through 12; multiplication by 100s and 1000s |
| Knowledge of students background (personal, cultural, or community assets) | Students are familiar with multiplication. Students are English speakers |

**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.C.7 -** Using *computational fluency*, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one know 40 ÷ 5 = 8) or properties of operations * By the end of Grade 3, automatically (*fact fluency*) recall all *products* of two one-digit numbers   Note: *Computational fluency* is defined as a student’s ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies. |

**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 remind students what multiplication is and what 100s and 1000s are |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Multiplication |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Computer, Powerpoint |
| Materials needed by students for **this lesson**. | Scratch paper and 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.** |
| --- | --- | --- |
| 5 min | **Introduction**: | I will put students in small groups of four and start pulling up the jeopardy game. While it is pulling up, I will ask students to give me an explanation of multiplication and to give me examples of 100s and 1000s |
| 20 minutes | Instruction: | I will explain the rules of jeopardy to the class, then number off the small groups so we can keep track of scores on the white board. I will then begin the game. |
| 10 minutes | **Closure:** | After the game, I will give students a short worksheet to test for student mastery of multiplication. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | For remediation, I might try to do the jeopardy game, but work the problems out together and eventually try to let the student work the problems themselves. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I would allow students to work together to solve the problem. I think students being able to talk about it and solve it together could be beneficial to all types of learners. |

**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>