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| Student Teacher/Intern: Rebecca Tilakdharry | | Date: 3/21/2020 |
| Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement | | Formal Observation # 1-4: |
| Unit Title: Introduction to Multiplication | | Age/Grade Level: 3 |
| Lesson Title: lesson plan week 3 | | Order in Learning Segment: |
| Total # of Students: 30 | # IEP Students: | # ELL Students: 2 |

PREPARATION

Context of the Lesson:

- introduces students to multiplication, starting with the concept of repeated addition, which is familiar from Grade 2.

Standards to Address: 3.OA.1

- Interpret products of whole numbers, 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 .

Academic Language and Language Demands:

- Multiplication, groups, equal

Assessment Plan:

| Objectives-SWBAT | Type of Assessment | Description of Assessment Task/Type | Depth of Knowledge / Bloom's Taxonomy | Adaptations/ Accommodations to Assessment for ELLs/ SWDs |
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| Understand equal groups of as multiplication. | | | | |
| 1. Describe objects that are shorter and longer (CCSS:) 3.OA.1 | Formative | Modeling Partner activity | Analyze Create | Partner with a bilingual student if possible in native language, if not partner with English speaking student |
| 2. Describe objects that are shorter and longer (CCSS:)KMD1 | Formative | Worksheet | Analyze Create | Modified worksheet |
| 3. Students will create lengths of objects using pencils/crayons (CCSS:)KMD2 | Formative | Worksheet | Create Analyze | Modified worksheet |

Materials/Resources/Media Technology Needed:

- 12 counters, personal white boards

INSTRUCTION AND ASSESSMENT

| Time | INTRODUCTION | Accommodations |
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| 5 minutes | Anticipatory Set <ul style="list-style-type: none"> To begin, I will say Let's count to 20 forward and backward. Watch my fingers to know whether to count up or down. A closed hand means stop. (Show signals during the explanation.) I will then rhythmically point up until a change is desired. Show a closed hand; then point down.) Students will count (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. I will say: Let's count to 20 forward and backward again. | <ul style="list-style-type: none"> ELL students will be provided with a copy of printed instructions in their native language. |

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

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| | <p>This time whisper every other number. Say the other numbers in a regular voice. (Let's count to 20 forward and backward again. This time, hum every other number. As you hum, think of the number. (Students will hum every other number)</p> <ul style="list-style-type: none"> I will say: Let's count to 20 forward and backward again. This time, think every other number instead of humming. (Students will (Think), 2, (think), 4, (think), 6, etc.) I will ask: What did we just count by? Students will talk to their elbow partner and should answer "twos". | |
| Time | LESSON DEVELOPMENT | Accommodatio |
| | Step-by-Step Input, Checks for Understanding, and Modeling | ns |
| | <p>1. For the application problem, I will write the following problem on the board: There are 83 girls and 76 boys in the third grade. How many total students are in the third grade?</p> <p>Students may choose to use a tape diagram or a number bond to model the problem. They are also likely to solve today's Application Problem in less than 10 minutes. Ten minutes have been allotted to allow for review of the RDW (Read, Draw, Write) process for problem solving.</p> | <ul style="list-style-type: none"> Modified instructions for lower students and ELL students ELL students will be paired with students that speak their language or will be provided with a copy of printed instructions in their native language |
| | <p>2. As a model, we will answer this problem step by step as a class</p> <p>Directions on the Read, Draw, Write (RDW) process: Read the problem, draw and label, write an equation, and write a word sentence. The more students participate in reasoning through problems with a systematic approach, the more they internalize those behaviors and thought processes.</p> | |
| | <p>3. I will select 10 students to come to the front of the classroom</p> <p>I will say: At the signal, say how many arms you each have. After the signal, students will reply "two arms".</p> <p>After that I will say: Since we each represent a group of 2 arms, let's skip-count our volunteers by twos to find how many arms they have altogether. To keep track of our count, students will raise up their arms when we count them. (count (Count 2, 4, 6, ... 20.)</p> | |
| | <p>4. I will ask How many raised arms do we have in all? Students reply:20.</p> <p>I will say: Arms down. How many twos did we count to find the total? Turn and whisper to your partner. Students will say: 10 twos.</p> <p>I will say: What did you count to find the number of twos? Student reply: I counted the number of volunteers because each person has a group of two arms.</p> <p>I will say: Skip-count to find the total number of arms.</p> | |

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| | <p>(students ill count) as they are counting, I will write $2+2+2+2$) I will say: Look at our addition sentence. Show thumbs up if you see the correct number of twos. (Students show thumbs up) I will say: (Under the addition sentence, write 10 twos.) Clap 3 times if you agree that 10 groups of two is 20. Students will clap three times I will write 10 groups of two is 20 under the other number sentences</p> | |
| | <p>5. I will say: Skip-count to find the total number of arms. (students ill count) as they are counting, I will write $2+2+2+2$) I will say: Look at our addition sentence. Show thumbs up if you see the correct number of twos. (Students show thumbs up) I will say: (Under the addition sentence, write 10 twos.) Clap 3 times if you agree that 10 groups of two is 20. Students will clap three times I will write 10 groups of two is 20 under the other number sentences</p> | |
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| Time | GUIDED PRACTICE | Accommodations |
| 35 minutes | <p>Activities (“We do”) Students will be set up with white boards and 12 counters each**</p> <ul style="list-style-type: none"> I will say: You have 12 counters. Use your counters to make equal groups of two. How many counters will you put in each group? Show with your fingers (students hold up fingers) How many equal groups of two did you make? Tell at the signal. (Signal.) Students (6 groups) 6 equal groups of how many counters? Students: 6 equal groups of 2 counters. I will say: 6 equal groups of 2 counters equal how many counters altogether? Students: 12 counters. I will say: Write an addition sentence to show your groups on your personal white board. Students Write $2 + 2 + 2 + 2 + 2 + 2 = 12.$) as I rotate the room I will record the addition sentence on the board. In unit form, how many twos did we add to make 12? Students: 6 twos. I will record $6 \text{ twos} = 12$ under the addition sentence.) 6×2 is another way to write $2 + 2 + 2 + 2 + 2 + 2$ or 6 twos. (Record $6 \times 2 = 12$ under $6 \text{ twos} = 12$ on the board.) Emphasize: These number sentences are all saying the same thing. I will say: Turn and talk to your partner. How do you think $6 \times 2 = 12$ relates to the other number sent Students: they all have twos in them, and the answer is 12? I think the 6 shows how many twos there are. You have to count two 6 times because there are 6 groups of them. That’s how you get 6 times 2. 6×2 might be an easier way to write a long | |

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| | <p>addition sentence. I will emphasize ways that are easier and faster are efficient. When we have equal groups, multiplication is a more efficient way to find the total than repeated addition.</p> <p>I will say: I will instruct students to repeat the process with 4 threes, 3 fours, and 2 sixes to get students comfortable with the relationship between repeated addition, counting groups in unit form, and multiplication sentences for the next problem (I will draw the figure shown on the engage lesson plan) These are equal groups.) Turn and tell your partner why they are equal. Students: There is the same number of grey circles in each group. □ All of the grey circles are the same size and shape, and there are 4 in each group. I will say: work with your partner to write a repeated addition and a multiplication sentence for this picture. Students: (Write $4 + 4 = 8$ and either $2 \times 4 = 8$ or $4 \times 2 = 8$.)</p> <ul style="list-style-type: none"> • I will drive the other figure that is shown and say: Look at my new drawing and the multiplication sentence I wrote to represent it. Check my work by writing an addition sentence and counting to find the total number of objects. Students: (Write $4 + 4 + 3 = 11$.) • Use your addition sentence as you talk to your partner about why you agree or disagree with my work Students: I disagree because my addition sentence equals 11, not 12. It's because that last group doesn't have 4 circles. You can do multiplication when the groups are equal. Here, the groups aren't equal, so the drawing doesn't show 3×4. • I will say: I hear most students disagreeing because my groups are not equal. True, to multiply you must have equal groups • | |
| <p>Time 10 minute s</p> | <p>INDEPENDENT PRACTICE Assignments ("You do")</p> <ul style="list-style-type: none"> • Problem set worksheet | <p>Accommodatio ns</p> <ul style="list-style-type: none"> • Modified worksheet in student's native language |
| <p>Time 5 minute s</p> | <p>CLOSURE</p> <ul style="list-style-type: none"> • Review the first few problems on the problem set worksheet (discussion will be led by students who are highly proficient) | |
| <p>Minute s</p> | <p>FURTHER INDEPENDENT PRACTICE AT HOME</p> <ul style="list-style-type: none"> • Worksheet | <p>Accommodatio ns</p> <ul style="list-style-type: none"> • Modified worksheet in student's native |

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LESSON PLAN THINKING/REFLECTION PROMPTS

| PREPARATION | | | | |
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| <p>Context of the Lesson: <i>How does this lesson fit into the unit and knowledge/skill progression?</i></p> <ul style="list-style-type: none"> • | | | | |
| <p>Standards to Address: <i>Cite the Common Core State Standards using the number(s) and exact text.</i></p> <ul style="list-style-type: none"> • - • | | | | |
| <p>Academic Language and Language Demands: <i>What academic language and/or language demands (i.e., symbols, discourse, functional, contextual, procedural, etc.) will need to be part of the lesson focus?</i></p> <ul style="list-style-type: none"> • • | | | | |
| <p>Assessment Plan: <i>How will you assess that students have met the standards? What formative and summative assessments will you use to monitor student learning? What criteria will you use to judge progress/mastery?</i></p> | | | | |
| Objectives <i>What do you want the students to know or be able to do by the end of the lesson? (Notate the related CCSS standard.)</i> | Type of Assessment <i>Is this formative or summative?</i> | Description of Assessment Task/Type <i>How will students demonstrate progress toward mastery of the objectives?</i> | Depth of Knowledge or Bloom's Taxonomy | Adaptations/ Accommodations to Assessment for ELLs/SWDs |
| 1. (CCSS:) | | | | |
| 2. (CCSS:) | | | | |
| 3. (CCSS:) | | | | |
| <p>Materials/Resources/Media Technology Needed:</p> <ul style="list-style-type: none"> • • • | | | | |
| INSTRUCTION AND ASSESSMENT | | | | |
| Minutes | INTRODUCTION | | | Accommodations |
| | <p>Anticipatory Set - <i>How do you... capture students' interest? activate prior knowledge? Introduce topic and learning objectives? make it relevant to students?</i></p> <ul style="list-style-type: none"> • • | | | <p><i>Individualized attention-getting strategies to promote interest</i></p> |

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| Minutes | LESSON DEVELOPMENT | <ul style="list-style-type: none"> • Accommodations <i>Multiple means of input representation</i> |
| | <p>Step-by-Step Input - Essential instruction to meet the objectives; <i>What strategies do you use to teach the lesson? How do you teach the necessary academic language and language demands?</i></p> <ol style="list-style-type: none"> 1. 2. 3. | |
| | <p>Checking for Understanding - <i>How do you monitor student learning? List questions and strategies for checking understanding of inputs.</i></p> <ul style="list-style-type: none"> • • • | |
| | <p>Model ("I do") - <i>How do you model use of the knowledge, strategy, or skill? How do you model the related academic language and language demands?</i></p> <ul style="list-style-type: none"> • • | |
| Minutes | GUIDED PRACTICE | <ul style="list-style-type: none"> • Accommodations <i>Differentiation of activities and formative assessments</i> |
| | <p>Activities ("We do") - <i>What research-based activities do you provide students to practice what they have learned? How do you monitor student use of the academic language and language demands? Do they work in groups or individually? How do you scaffold the practice? How do you provide feedback? Will success on guided practice activities lead toward success on the independent practice?</i></p> <ul style="list-style-type: none"> • • | |
| Minutes | INDEPENDENT PRACTICE | <ul style="list-style-type: none"> • Accommodations <i>Differentiation of summative assessments</i> |
| | <p>Assignments ("You do") - <i>What assignment(s) do you use in class to check independent progress/mastery of objectives? How do you monitor student use of the academic language and language demands? How will you provide feedback on these assignments?</i></p> <ul style="list-style-type: none"> • • | |
| Minutes | CLOSURE | |
| | <p>Summary and Connection - <i>How do you end the lesson to reinforce learning objectives? How do you connect this lesson</i></p> | |

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| | <p><i>to the next lesson?</i></p> <ul style="list-style-type: none"> • • | |
| Minutes | FURTHER INDEPENDENT PRACTICE AT HOME | Accommodations |
| | <p>Homework (“You do”) – <i>Describe the homework assignment and how you introduce it to the class. What are the... purpose and goals of the assignment? format? skill level required? possible opportunities for confusion?</i></p> <ul style="list-style-type: none"> • • | <p><i>Differentiation of homework tasks or support materials for students or family to accompany tasks</i></p> <ul style="list-style-type: none"> • |