LESSON PLAN

Student Teacher/Intern: Karen Garraway		**Date**: 03/25/2023
Check one: ☐ 1st Placement ☐ 2nd Placement		**Formal Observation # 1-4:**
Unit Title: Henry and Mudge		**Age/Grade Level**: 3rd
Lesson Title: Multiplication is just repeated addition		**Order in Learning Segment**:
Total # of Students: 15	**# IEP Students**: 1	**# ELL Students**: 1

PREPARATION

Context of the Lesson:

- Students will be able to demonstrate understanding of single digit multiplications and its' relationship to repeated additions, and express multiplication and addition sentences, and word problems, using arrays, number lines, set models, and other manipulatives.
- This class has 1 ELL and an IEP student with ADHD. The student with ADHD requires constant monitoring to stay focused and on task. He will be seated close to the para and needs extra time on assignments.

Standards to Address: CCSS 3.OA - Operations and Algebraic Thinking

- CCSS 3.OA.1 – Interpret products of whole numbers, e.g., interpret 5 x 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 x 7.
- CCSS 3.OA.3 – Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with symbols for the unknown number to represent the problem.

Academic Language and Language Demands:

- **Language function**: demonstrate, express, interpret , relationship.
- **Academic vocabulary/discourse**: multiplication sentence, addition sentence, equation, arrays, set models, skip count, repeated addition, number lines, product, rows, columns, vertical, horizontal diagrams

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Know-ledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (CCSS: 3.OA.1)Students will be able to interpret products of whole numbers. **2.** (CCSS:3.OA.3) Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with symbols for the unknown number to represent the problem.	Formative	Students will use number lines, and manipulatives to express and interpret multiplication sentences and word problems. Students will work with learning partners to solve word problems involving equal group and arrays. They will be given manipulatives such as tower blocks, magnet boards and disks, etc.	Interpret express Solve	*The Ell student has some difficulties with math vocabulary but is otherwise quite capable in math. He will be given a glossary of math vocabulary words(English to Spanish) to assist with understanding. *The student with ADHD will work with the para since he has problems focusing and staying on task,

				can be disruptive, and needs more time to complete task.

Materials/Resources/Media Technology Needed:
- Magnet boards, graph paper, color pencils,

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	Anticipatory Set • Teacher will give a brief recap of "Henry and Mudge: Take the Big Test" and explain to students that Henry and Mudge will help us in today's math lesson.	•

Time	LESSON DEVELOPMENT	Accommodations
	Step-by-Step Input, Checks for Understanding, and Modeling	• Ell and IEP student will work with support from the classroom para while using supportive resources.
	1. I will explain how arrays, number lines and equal groups can be used to show the product of two factors and give a visual representation of multiplication and repeated addition sentences.	
	2. Using the smartboard and magnetic disks, I will demonstrate how to use the various strategies, to solve a given word problem.	
	3. During this modeling phase, I will frequently check for understanding by randomly selecting students to answer questions.	
	4. I will ask students if they need me to clarify any of the information and repeat the steps if necessary.	
	5. Students will then team with their learning partners to work on two problems, choosing any two strategies, manipulatives, or diagrams, to complete the task.	
	6. I will circulate the room to make sure that students are all engaged and on task and ask questions like "Can you explain the steps?" or "Can you show me another way of doing this?"	
	7. Students will then work independently on a given task.	

Time	GUIDED PRACTICE	Accommodations
	Activities ("We do") • We will guide students as they use manipulatives (tower blocks, magnet boards and disks) to work on a word problem.	• The para will focus her attention on the IEP student. The Ell student can work with alongside his peers.

Time	INDEPENDENT PRACTICE	Accommodations
	Assignments ("You do")	• The IEP

	• Students will work independently to solve the word problems on their worksheets. They will use diagrams, drawings, and graph paper on these assignments.	student will continue to work with para and will be given more time to complete the task, while working in a quiet space with limited distractions
Time	**CLOSURE**	
	• Discussion/Share. "What do you now know/can do that you didn't know or couldn't do before this lesson?	
Minutes	**FURTHER INDEPENDENT PRACTICE AT HOME**	**Accommodations**
	• Homework - Do questions, 11, 12, 14, and 15 in your workbooks	•

NYACK School of Education

LESSON PLAN