

Source of Evidence: Lesson Plan #2

Teacher Candidate Name: Ages/Grades of Students: Fourth grade/ Number of Students having IEP/504: 5 Number of Students who are ELL: 1	Date of Observation: Number of Students in Class: 5 Number of Gifted Students: 0
Lesson Title: Introducing and Solidifying 3's Multiplication Facts	
Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interested, and language proficiencies. <ul style="list-style-type: none">- This lesson is designed for students with learning disabilities who are in fourth grade. These students have math goals and are currently learning at a third grade math level. These students come from varying backgrounds regarding their race/ethnicities and needs based level of comprehension. Of these five students, one is from a Hispanic cultural background, two are African American, and two are Caucasian. Some of these students have a higher comprehension level with mathematical concepts, while others require additional assistance (such as visual/tactile representations of the mathematical equation or process) in order to fully understand a concept.	
Lesson Learning Target(s)/Objectives <ol style="list-style-type: none">Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards).<ul style="list-style-type: none">- I can multiply by 2's and interpret their whole number products. (3.OA.A1)Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards).<ul style="list-style-type: none">- I can multiply by 3's and interpret their whole number products. This connects to the Kentucky Core Content Standard 3.OA.A.1. This standard of operations and algebraic thinking states that students will be able to interpret products of whole numbers.Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards).<ul style="list-style-type: none">- I can continue to multiply by 3's and interpret their whole number products. (3.OA.A.1)	
Students' Baseline Knowledge and Skills <p>Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <ul style="list-style-type: none">- Prior to beginning this lesson on 3's multiplication facts, I distributed a pre-assessment to my five students. This pre-assessment was given in the form of a pre-test where students had to solve 3's multiplication problems to find their whole number products. There were 20 questions on this pre-test. An additional pre-assessment that was used to establish students' baseline knowledge for this lesson was a Kahoot quiz. This engaging quiz was 5 questions long, taken via iPad with a code given by Kahoot.it. This was used as a brainstorming activity to cultivate students' understanding of the multiplication concept for the lesson.	
Formative Assessment <p>Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <ul style="list-style-type: none">- In order to measure student progress during this lesson, the data from both pre-assessments were analyzed. First, the pre-tests distributed to each student were graded to determine the baseline knowledge of each student. Then, after a short review, the data collected from the Kahoot quiz was analyzed. By printing off an Excel spreadsheet, I was able to view the overall performance of the class, including the percentages of total correct answers, total incorrect answers, and the average score (points). This pre-assessment allowed me to determine where the class understanding was as a group, while the initial pre-test allowed me to assess where each student was individually.	
Resources <p>Identify the resources and assistance available to support your instruction and facilitate students' learning.</p> <ul style="list-style-type: none">- The resources and assistance available to support my instruction and facilitate students' learning were the multiplication fact YouTube video, the interactive Eno board, the teacher's laptop, the document camera, and Kahoot.com (teacher site).	

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.

- a. provide a detailed outline of your lesson

Beginning

Review – *This is where you will go over the previous day’s lesson to refresh knowledge and prepare students for today’s lesson. Remind students what they know about the subject/strategy/etc. This can often be done by a question or reminding them of a past lesson (more for units). This should be worded as you will say it to students.*

- “Hello class. Over the past weeks, we have been learning about how to multiply whole numbers and interpret their products. Now that we have mastered our 2’s facts, we’ll be moving on to master our 3’s facts today!”

Introduce learning target – *Show and discuss the learning target for your lesson.*

EX: “Today we will be learning about how to revise our papers using the ARMS technique.”

- “Today we will be learning how to multiply by 3’s by using whole number equations and finding their products.”

Motivation/Engagement – *Ask a question or tell them how the lesson will help them become better (at the subject the lesson is about) This should be worded as you will say it to students.*

- “By learning how to quickly find the products of our 3’s multiplication facts, how might this help us to become better at finding the products of other multiplication facts?”

Background Knowledge – *Ask questions or make statements related to the background they need to be successful at the lesson. This should be worded as you will say it to students.*

- “How do you think we can use our prior knowledge about multiplication to determine the products of our 3’s facts equations? And how might we use pictures/ arrays to be able to show the given number of rows by the given number of columns for each problem?”

Transition – *Make a statement that directly tells students how the beginning of the lesson relates to what is coming next. This should be worded, as you will say it to students. In the section, you will move the students from the eliciting prior knowledge to preparing them for the activity. You will begin to pass out any materials needed for you to guide them as you explain the activity for the day.*

- “Alright, class. After taking the pre-test and fun Kahoot review quiz, we will be expanding our knowledge on our 3’s facts by working on problems as a group and watching a fun video to help us memorize our facts.” (return the pre-test packet to students and begin working on the other two 3’s facts worksheets).

Activity (Most often guided practice)

Major steps in activity, including examples of questions you want to be sure to ask. Here is where you outline step-by-step the activity you will be demonstrating to the students so that they will be able to complete on their own in the next step

- Before handing out the 3’s worksheet packet that included the pre-test page, review 3’s facts with the students. Ask the group what the product of 3 times each whole number between 0-10 is, display it on the board, and include a visual display of an array to show how multiplication connects to groups. “If $__ \times __ = __$, how can we show the product? How many rows would be in this array? How many columns? (display on board).”

Transition – *How will you move the students from guided practice to working either independently or working in groups while you walk around to assess if they are comprehending the material?*

- After completing the Word Problem of the Day and reviewing 3’s multiplication material as a group, begin to pass out the worksheet packets. Explain that they will be working individually on the first page before collaborating as a group to share answers found.

Activity (Most often independent practice)

Major steps in activity, including examples of questions you want to be sure to ask. In this section, it is very important to give clear expectations for what you want them to do and what your criteria for success are. It is also important to think about what you might want to have ready for students who finish

early. Give a time frame for independent/group work.

- Now that we have reviewed the 3's facts with whole numbers as a group, you will have the next five minutes to complete the first page of the packet by yourself. You may not use your cheat sheet multiplication table or a calculator. Simply try your best and answer each question even if you are unsure, you can draw an array if you need a picture to help you solve the problem. Once you have completed the first page, lay your pencil on the table to indicate to me that you have finished. When everyone is done, we'll work together to put the answers on the board.

EX: Now that I have shown you the _____, you will have the next _____ minutes to work on this independently. You may use your notes and books to reference and I will be walking around to assist you. If you have any questions, please raise your hand and I will come to you as quickly as I can. If you should finish early, check back over your work and then take out your book for silent reading and work on that until we are finished.

Ending/Review – When time is up, think about how you will bring the group back together to discuss what they learned and how they can continue to use the skill/strategy from the lesson to help them to learn. This should be worded, as you will say it to students.

- “Now that we have thoroughly reviewed our 3's facts and have a solid understanding, we will be watching the ‘Three Times Table Song’ YouTube video by Mr. DeMaio to recap what we have learned today.”

Tie to beginning – Remind them of what you said the lesson would be and help them understand what you did. This should be worded, as you will say it to students.

- “Now that we have worked together and individually on these practice problems, we now have a good grasp on how to multiply by 3's by using whole number equations and finding their products.”
- b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)
- Since I am facilitating the learning of students in a special education classroom, each of them has an IEP for a learning disability. I accommodate to the needs of my students by working at a pace that is comfortable for them, but also by making sure that there is little to no down time for students to get bored or distracted from the learning process. I give them extra help as needed and also at times have them work with peers on various parts of the lesson activities.
- c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students
- “How can we use multiplication to solve problems?”; “How could you explain how you found the product?”

Co-Teaching

Will this lesson be co-taught (yes or no)? (A “yes” answer is mandatory during clinical experiences).

If yes, which co-teaching approach will be used?

(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

- Yes; the co-teaching approach used was one teach/one observe, where my cooperating teacher observed from the table where my students sat.

How did you co-plan your lesson with your P-12 clinical educator?

- My cooperating teacher guided me by giving me the content in which they were discussing and sharing ideas and practice problems for me to distribute to the students.

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

- This was an appropriate instructional choice because it was my first time leading a lesson for a special education class and I was unaware of where the students were cognitively.