General Lesson Plan (with descriptors)

Rev. 03/22/17

Grade Level / Subject Area (Discipline)	Teacher Candidate Name	Date of Lesson
Grade 3	**Emilie Belanger**	**October 6, 2017**

Common Core State Standards and/or State of Michigan GLCEs and/or HSCEs (Danielson 1a. and 1c.)

Identify the standard or standards with descriptors
CCSS math Content 3.0AA1

Important Concepts (Danielson 1a.)

Identify the specific concepts to be taught in this lesson. ***Students will interpret products of whole numbers, like 5x7 as the total number of objects in 5 groups of 7 objects each***

Learning Outcomes (Danielson 1a. and 1c.)

- **Students will show knowledge of and clear connections to CCSS math Content 3.0AA1.**
- **Students will be able to factor multiplication for 1 through 5.**
- **Differentiated outcomes for students with varied ability: factoring multiplication for 1 through 3.**

Assessment Summary (Danielson 1f.)

FORMATIVE ASSESSMENTS: **Teacher will ask individual students for answers to multiplication problems throughout lesson. Students will form pairs and do multiplication flashcards for 1 through 5.**

SUMMATIVE ASSESSMENT: **Students will be given a timed multiplication quiz for factors 1 through 5. Students with lower ability will be given a multiplication quiz for factors 1 though 3.**

Prerequisite Relationships to New Learning (Danielson 1a.)

- **Students must have counting skills.**
- **Students must have basic addition skills.**

Flexibility and Responsiveness to Students' Learning Needs (Danielson 3e.)

The lesson will be adjusted for students who aren't understanding by:

1. **The teacher will work through the lesson, noting students who are not understanding or who don't have the skill of repeated addition. As students begin to work with manipulatives (flashcards) in pairs and then work on the arrays worksheet, the teacher will gather students who don't understand together to reteach.**
2. **Students who understand the lesson more quickly than others will work on the arrays worksheet for extra practice. They may also gather in pairs to work through flashcards with higher multiplication facts.**

Instructional Procedures (Danielson 1e.)

Assess Prior Knowledge: Tell students we're going to be working on multiplication. Tell them we're going to do a timed worksheet and that it's not a test. Do your best. Work fast, but make sure you try to do every problem. If you don't know a problem, skip it.

Introduction: Talk to students about how multiplication is repeated addition. Write two examples on the board, comparing repeated addition and multiplication. Go through the examples. Tell students how multiplication is related to money – if you want to buy three items for the same price, what's a quick way you can figure out the total (quicker than addition). Talk briefly about how we use multiplication for figuring out your car insurance bill for next three months.

Interaction: Teacher begins teaching multiplication facts for 1 through 5. Explain that one times any number is itself. Teacher writes multiplication facts for 2 through 5 on board. Teacher goes through several of these problems, illustrating repeated addition. Teacher continues to go through multiplication facts, illustrating how to get the answer through an array. Give out markers and dry erase boards. Teacher asks students multiplication facts at random (leaving facts on board). Students write problem and product on white board. Students hold up when ready. Students correct the answer if it's wrong. The teacher is taking note of those students who aren't understanding. Teacher erases multiplication facts from the board. Teacher again asks multiplication facts at random. Students write factors and products on white boards and hold up when ready. Teacher is taking note of students who don't understand. Students break up into pairs and work on flashcards for factors 1 through 5. Teacher pulls students aside who aren't understanding and reteaches multiplication facts for 1 through 5.

Closure: The teacher passes out a different sheet for facts 1 through 5, and sheet for facts 1 through 3 for students who are having a hard time understanding. Teacher tells the students to again work fast and thorough, and to do their best. Students take timed test.

Independent Practice: Teacher passes out arrays worksheet to rest of class to work on. Teacher then gives arrays worksheet to students he/she has pulled aside. Students can work together on this worksheet.

Lesson Timeline (Summary of Instruction) (Danielson 1e.)

Start of the Lesson	Mid-Lesson Activities	End of Lesson Activities
• **Timed multiplication worksheet for facts 1 through 5.** • **Repeated addition and multiplication are related. Multiplication is used in the real world.**	• **The teacher goes through multiplication facts for 1 through 5.** • **Students answer multiplication facts on their white board as class.** • **Teacher takes aside students who aren't understanding to reteach**	• **Students take timed quiz for multiplication facts for 1 through 5** • **Students work on multiplication facts arrays worksheet**

Texts, Materials, and Supplies (Danielson 3c.)

Multiplication flashcards for 1 through 5, 1 through 3. Multiplication facts for 1 through five worksheets (2 worksheets). Arrays worksheet.

Additional Information Required by Individual Course Instructor: Specialized Pedagogy (Danielson 1e.)