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part 2
Excellent

**MICROTEACH #1
ELEMENTARY LESSON PLAN**

SUBJECT: Mathematics **NAME:** Nikkee Johnson
GRADE LEVEL: 3rd **UNIT:** Multiplication concepts
LESSON TITLE: Multiplication concepts using integers of ten or less

SUNSHINE STATE STANDARDS [4 pts]

BENCHMARKS:

MA.A.3.2.1 The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

MA.A.3.2.2 The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

RATIONALE [2 pts]

A variety of situations occur every day that involve combining objects and children should be exposed to as much as possible. Students should develop the skills to recognize and be able to react in real life scenarios that may come up (such as looking at square footage) when counting objects may not be as efficient as multiplying them. Also, math skills help students jump start their problem solving skills that may be applicable in other subjects as well.

GOALS OBJECTIVE [5 pts]

Third grade mathematics students will learn how to group objects together, adding the sum of the groups together up to total the sum of the whole and be able to identify that as multiplication (factors and product). When asked to write a series of ten multiplication problems, deriving from real world objects, the students will do so with at least 70% accuracy.

CONTENT [3 pts]

1. Multiplication
 - a. Grouping individual sets to form a whole; an abbreviated process of adding an integer to itself a specified number of times
2. Multiplication sentence
 - a. An equation sentence that shows the product of two or more numbers.
 - b. Example: $3 \times 2 = 6$ (three times two equals 6)
3. Terms and definitions
 - a. Multiplication sign (\times): symbol that means to combine to sets of factors together; times
 - b. Equal sign ($=$): symbol that means "same as"; equals
 - c. Factor: the individual numbers being multiplied in an equation
 - d. Product: total amount of two factors being multiplied together

PROCEDURES [7 pts]

1. Anticipatory set:

Ask students who has ever had a birthday party.

How did they know what to get for food? How many people means what exactly?

Remind students that multiplication has real world applications.

2. State objective:

Tell students today's lesson is to review our multiplication facts.

3. Input:

Have students place or remove crayons and pencils from the poster, They will have to circle the groups of writing tools in equal increments. Explain that the equal groups are factors and when added together make a product. This will become the multiplication equation. **(ESOL STRATEGY FOR EDITH: VISUAL AIDS)**

4. Model:

Show students on the poster what each category means in relation to the multiplication. Have students read aloud the equations as you point to them. **(ESOL STRATEGY FOR EDITH: POINTING)**

5. Check for understanding:

Students will be grouped with their shoulder partners and given dry erase boards to work with. They will attempt to solve the problems with what they have learned so far. They will be given paper to work out their math if they would like to. Circulate to monitor their efforts. **(ESOL STRATEGY FOR TASIR COLLABORATING AS GROUP)**

6. Guided practice:

Students will be given candy to sort through and make equations out of. They will share with the class what they have come up with using the candy as a guide for factors. **(ESOL STRATEGY FOR EDGAR CHORAL RESPONSE)**

7. Independent practice:

Students will have homework to continue practicing what they have learned about multiplication at home. They are to find ten different real world objects at home and illustrate them on a notebook paper in groupings. Then they are to write out the corresponding multiplication sentence and bring it back to the next class. **(ESOL STRATEGY FOR TASIR: LINKING TO PERSONAL LIFE)**

CLOSURE/SUMMARY [2 pts]

The lesson will end with a review of all the information learned.

We will start with a review of the definitions (signs, factors, product) for Edith's benefit as well as the rest of the students.

Then a final check on the multiplication by having the students solve the math sentence on the graphic organizer written by the teacher during guided practice.

Finally, give the students the homework stated in the independent practice and let them eat candy!!

RESOURCES [1 pt]

Food items, paper, pencils, dry erase multiplication flash cards, graphic organizer

EVALUATION [3 pt]

When asked to write a series of ten multiplication problems, deriving from real world objects, the students will do so with at least 70% accuracy.

ESOL Strategies [6 pts]

1. **Edith:** Unfortunately for Edith, she doesn't understand English as well as the others students as she is at the beginner level of language development. Providing *visual aids* was my way of helping her along. The graphic organizer will hopefully keep her engaged and learning in the lesson even though she may not understand my actual words. Numbers are universal so maybe pointing to the visuals and the numbers will help Edith.
2. **Edgar:** Edgar is at the intermediate level of English language development. He may be comfortable participating her and there but probably not on his own. The poster is a non-pressure activity that allows him to see what is going on as well as participate and learn with the class in a *modeling and choral response strategy*. I would point to the circled objects and the corresponding math sentence and ask the students to speak them aloud.
3. **Tasir:** Being the most advanced in language development, Tasir benefits most from the *group work* in my lesson plan. She can collaborate with her shoulder partner and ask questions when she doesn't understand. This is great because it is also a low pressure strategy where she can get support from her peers.

Graphic Organizer (Attach a copy of graphic organizer) [2 pts]

