

Lesson Plan Template

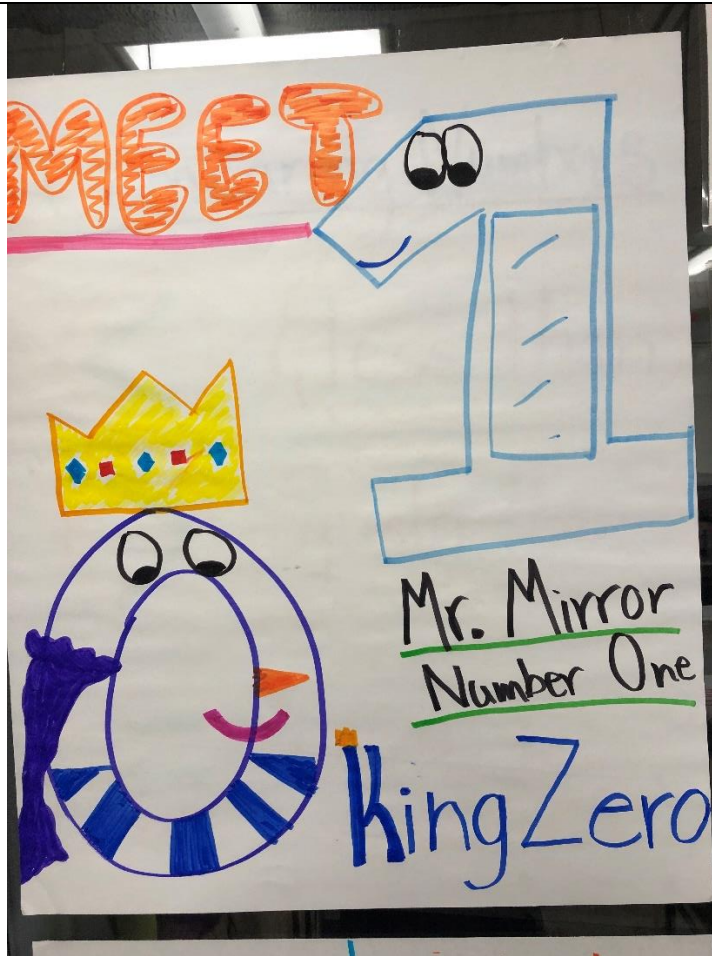
Date: _____

Grade: Third		Subject: Math	
Materials:		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.OA.1 Interpret and model products of whole numbers. 3.OA.7 Using mental strategies, fluently multiply and divide within 100.		Differentiation Below Proficiency: Give student a card or sheet of colored paper so they may more easily see the separation of what number needs to go in the product. Color code all the ones so they know that's the number to cover up. Above Proficiency: Challenge these students to try multiples of 2 Approaching/Emerging Proficiency: Give these students a special-colored card to cover the ones up with. Answer questions and reassure that they are correct to build their confidence up. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Writing on the board and moving through the process by physically watching the numbers be covered. • Auditory: Descriptions of what the process is to multiply by ones and zeros. • Kinesthetic: Physically placing the cards over the numbers to see what the product will be • Tactile : Students will use manipulatives to move around the different amounts in groups. 	
Objective(s) By the end the lesson students will interpret products of whole numbers and use mental strategies to multiply 1 and 0 through multiplication practice worksheet. Bloom's Taxonomy Cognitive Level: Understanding			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will leave manipulatives at the top of their desk until told to pick them up and use them. Follow Ms. Williams classroom management strategies. Use Linda listen and 1,2,3 eyes on me—students 1,2 eyes on you		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Voice at level zero when teacher is speaking. May work in groups Allow students to discuss with a level 1 voice as they work through the problems	
Minutes	Procedures		
	Set-up/Prep: Students need a group of manipulatives at each of their desks. Make sure students have a white sheet of paper. Notebooks to write in		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Can you guys tell me what a multiplication symbol looks like. (x *) Give students multiple prompts to arrange groups of objects several times so that they become familiar with taking a number and putting one group of that specific amount listed together Example Tracy is going to take one group of 5 dogs out for a walk how can you show that Tracy is taking one group of five dogs on a walk using the manipulatives in front of you.		

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	<p>-Give Multiple examples using the same terms of one group with a specific amount in the group.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) What does multiplication mean?</p> <p>Help students understand that this is not a scary concept.</p> <p>Remind me what Multiplication is a shortcut for adding over and over again.</p> <p>If they know what a multiplication symbol is than ask them to go state to you what it looks like.</p> <p>Today we are going to learn how to multiply numbers by 1 and 0.</p> <p>When multiplying a number by zero remember zero is the king. Zero is always the answer</p> <p>When multiplying a number by one remember one is a mirror</p> <p>One always reflects back the number it is multiplied by</p> <p>Draw picture of the numbers as a mirror and a king</p> <p>The order of the numbers does not change the product of the numbers in multiplication. Unlike in subtraction</p> <p>A Product is the final answer to a multiplication problem.</p> <p>I will do two examples on the board for multiplying by one and two examples for multiplying by zero</p> <p>Write a problem on the board. Have them copy the problem in their notebooks, and have them physical cover up the one when they solve the problem. Do five practices so the students understand what they are looking for and what one is being multiplied by</p> <p>Repeat the same practice for zero</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Now we are going to practice what we learned about 1s and 0s on a facts sheet</p> <p>What questions do you have? You may work with partners on this assignment. When you are finished work on math apps.</p> <p>Be respectful and quiet for those that are still working.</p> <p>Use the is worksheet for students to practice their multiplication facts file:///C:/Users/Joy%20Warne/Downloads/multiply-1-digit-0s-1s-vertical.pdf</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Transition into math apps as students finish up their worksheets</p> <p>Can someone raise their hand and remind me what number one is and what zero is?</p>



Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)

The worksheet the students complete will let me know if the students understood what was taught

Summative Assessment (linked back to objectives, END of learning)

N/A

The material covered in this lesson will help the students prepare for the assessment shown in the images.

One assessment is a chapter test and the other is a multiplication times test.

The times test will be assessed on a proficiency scale with 70 being the end of year goal for a third grade student.

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Date: _____

Third Grade Math Assessment Part 1

Name _____

1. John has a scrapbook with 5 pages. On each page, there are 3 rows with 2 photos in each row. How many photos are in John's scrapbook?
a. A. 10 B. 20 C. 30 D. 40
2. Tiffany bought 6 bags of apples. Each bag had 8 apples in it. She used 12 apples to make a pie. How many apples are left?
a. A. 48 B. 60 C. 36 D. 8
3. Lisa bought 3 books for \$3 each. She gave the cashier \$10. How much change should Lisa get?
A. \$1 B. \$2 C. \$3 D. \$4
4. What is 57 rounded to the nearest 10?
A. 40 B. 50 C. 60 D. 70
5. Round 639 to the nearest 100.
A. 600 B. 500 C. 700 D. 650
6. Round 751 to the nearest 10.
A. 700 B. 800 C. 760 D. 750

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Updated 2/17/22

Third Grade Math Assessment Part 1

(Teachers: Raw Score standard 3.OA.A.3-M, 3M, 2NM, 1R)

1. Joel bought 4 packages of cookies. Each package had 9 cookies. How many cookies did Joel buy?
_____ cookies
A. 36 B. 13 C. 32 D. 40
2. Anna went to 3 different parks on Saturday. She saw 7 dogs at each park. How many dogs did Anna see?
A. 10 B. 15 C. 4 D. 21
3. Billy buys 6 bags of flour. Each bag weighs 5 pounds. How many pounds of flour did Billy buy?
A. 11 B. 1 C. 30 D. 25

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Updated 2/17/22

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Date: _____

Name _____ Time _____
Number Correct _____ /100

Multiplication • All The Facts

6 x 3	7 x 9	4 x 8	7 x 3	5 x 7	3 x 0	7 x 2	4 x 1	6 x 2	6 x 7
7 x 8	9 x 8	2 x 0	1 x 3	2 x 6	3 x 8	6 x 9	7 x 0	5 x 1	6 x 4
7 x 1	4 x 6	5 x 6	9 x 1	8 x 9	7 x 7	3 x 7	1 x 5	3 x 7	5 x 5
7 x 9	2 x 2	9 x 2	8 x 6	4 x 5	2 x 4	8 x 4	6 x 1	4 x 4	1 x 1
1 x 4	6 x 6	9 x 0	9 x 6	7 x 5	5 x 4	8 x 3	9 x 9	7 x 6	3 x 9
4 x 0	3 x 2	6 x 3	3 x 4	2 x 8	8 x 8	7 x 6	3 x 6	4 x 5	9 x 9
7 x 4	7 x 1	4 x 2	6 x 8	9 x 5	1 x 0	5 x 2	3 x 5	4 x 1	9 x 3
6 x 9	4 x 2	7 x 7	9 x 4	6 x 6	5 x 3	6 x 7	4 x 0	3 x 2	8 x 5
5 x 3	7 x 7	8 x 0	8 x 5	7 x 2	9 x 5	5 x 3	1 x 0	2 x 2	2 x 5
1 x 2	6 x 0	9 x 8	8 x 7	4 x 9	5 x 8	8 x 2	3 x 1	6 x 4	5 x 0

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The math lesson went really well. I was excited to teach this lesson because I have never taught math before. The students were all like wait what.... When I brought out the blocks, they got excited. I made sure to keep them under control by asking them to keep their hands on their knees as they waited for me to pass out the blocks. One of the students asked me if math was going to be fun today and I said yes absolutely math is going to be fun today, and the student got excited. That made my day because it was one of the students that usually struggles and has had a bad day the past few days. Overall, my lesson went well. It was the first time I have felt confident in what I was about to teach. The picture my teacher took of me was good. I was smiling in it which made my heart so happy. Some of the things that I need to fix in this lesson is make sure to differentiate all of the levels. Speed up the examples by doing a quick check and then turn around and put another example on the board right away. When I taught, I put an example up and then showed off every bodies work which made it boring for those that were high flyers.