Module 2 Lesson Plan Format

Complete only the sections highlighted in Yellow for the Module 2 lesson plan assignment.

This lesson plan was adapted from: (give citation of book and page numbers of lesson)

(an optional resource)

In the context of the *PPAT*® Assessment, this lesson plan format is a template provided for teacher candidates to use as they develop well-planned and structured lessons. This resource also can help a teacher candidate better understand and design meaningful daily lessons that will positively enhance instructional practice and student learning. It is intended for use in conjunction with Tasks 2, 3, and 4. You have the option of using your own lesson plan format.

Standards/Performance Indicators/Skills – this should come from the lesson plan used Identify the state and national standards, performance indicators, and skills addressed by the lesson.
4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms. Verb- Demonstrate (Level 3) 4.VA.P.1.2 Individually or collaboratively create works which represent places or objects that are part of everyday life. Verb- Collaborate (Level 4)
Learning Objectives/Goals – work to make sure to follow SMART guidelines. Work to create the objective at the “Apply” level of Bloom’s Taxonomy as possible. Describe the lesson’s objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs.

The students will execute the math problems on the google slides so the students can complete the bingo board and get three in a row

Verb: Execute

Assessment (the type[s] of assessment used throughout the lesson) – include at least two formative assessments in the original lesson plan. In Module 3 we will do a pre/post assessment.

Identify the assessment that occurred before, during, and after the lesson.

Pre-Test Questions:

1. Student Name.
2. List the place value in order from least to greatest.
3. Calculate the following problem 65 x 54
    a. 4,560
    b. 3,510
    c. 4,856
    d. 5,213
4. Demonstrate multiplying 348 x 7
    a. 4,502
    b. 2,436
    c. 6,120
    d. 5,320
5. Solve the 2-digit problem. 56 x 21
    a. 1,176
    b. 2,135
    c. 1,320
    d. 1,159
6. Choose the correct equation to the following answer: 1,068
    a. 89 x 12
    b. 47 x 45
    c. 47 x 15
    d. 88 x 65
7. Arrange the following equations in order least to greatest by product.
    a. 150 x 13=
    b. 31 x 51=

c. 156 x 14=
d. 15 x 79=

8. Analyzing
9. Evaluating
10. Evaluating
11. Create an equation that equals 1,485
    a. **165 x 9**
    b. 48 x 46
    c. 179 x 5
    d. 321 x 6

Bingo Board Rubric

Lesson Structure and Procedures

Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).

This lesson will fit into art cross curricular. Art can be incorporated into this activity by having the students create their own personal bingo boards in small groups (4 to a group). Students can use a variety of materials to dress up their bingo boards and personalize them with their own ideas.They will be required to follow the instructions given to them about their personal bingo boards and make sure they have problems that have answers on the board.

Before: The teacher will begin by giving students a discussion over multiplication to learn the student's background knowledge over them. The teacher will then move on with the discussion by knowing what level they are at with their knowledge of multiplication.

During: Review how your students are handling the instructions given to them and how well they are understanding during the topic being taught. The students will have a fun game of bingo to play with to help the understanding process of their multiplication facts.

Explain: The teacher will engage the class in a whole class discussion about their observations of multiplication facts. Then, have students work with their elbow partner if needed on some of the facts during the bingo game that will be given in class. Focus

the math talk on strategies to help the students understand the concept of multiplication and how to use it to solve their bingo sheets. Remind the class that their goal is to complete a solid line to be a winner in the game of bingo. Ask the class if this lesson helped them learn more about their multiplication facts. Was it an enjoyable learning experience for them?

Elaborate: After the discussion, the students will use their knowledge of angle relationships to work out their multiplication problems.

Evaluate: The students will now work on their bingo worksheet after reviewing the slides prepared for them and discussing the topic.

Instructional Strategies – this is what the teacher does.

Describe the teacher's approach to achieving the learning objectives and meeting the students' needs.

The teacher explained to the students how to get the bingo board on their computer and make a copy, also how to copy the "X" and complete the three in a row for a bingo. The teacher will then go through the slides.

Learning Activities – this is what students do.

Describe the opportunities provided for the students to develop the skills of the objective.

First, students will use their computers to find the math bingo slides and choose the bing board they will use for the bingo game. Then, the students will work out the given math problems on their white boards and mark out the answer on their bingo board. This will continue until a student has gotten a bingo.

Resources and Materials – if a handout is used, include it.

List the materials used to plan and deliver the lesson.

The materials needed will include a computer, white boards, and dry erase markers

Technology

Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.

Bingo Problems:
https://docs.google.com/presentation/d/1HONy4FUFMgGQo76Xd9BEFpbh3V86roVMhqsekLqmrZk/edit?usp=sharing

Bingo Boards:

https://docs.google.com/presentation/d/1r2y2PPsH04C0N8sbOP9OYDuJvEx7aWNmZePewK6HxRY/edit?usp=sharing

Differentiation/Accommodations/Modifications/Increases in Rigor

Describe the modifications made to meet the needs of all learners and to accommodate differences in students' learning, culture, language, etc.

Focus Student #1: Focus student #1 scored near the bottom on the pretest and has little confidence in her abilities with this subject. To help boost this student's confidence, the teacher could start with one digit multiplication problems, and work the student up to three digit multiplication problems once they are confident with doing on digit and two digit problems. The teacher would be using scaffolding to build the student up to where they need to be.

Focus Student #2: Focus student #2 is an ESL student. He understands spoken English better than reading the textbook. This student may benefit from having math vocabulary words translated into their native language. This will not only help them understand the vocabulary, but it will also support them in learning english.

Classroom Management

Identify the strategies used that are consistent with the learning objectives of the lesson and that also meet student behavior needs to help keep the students on task and actively engaged.

Extensions

Describe the activities for early finishers that extended the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.

Follow-Up Activity to the Lesson

Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)

Additional Information

Identify any area or lesson component that was not covered by this lesson plan format but that you feel is vital to include in a description of the lesson.