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| **UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE-Short Form** |
| **Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**  [CCSS.MATH.CONTENT.4.NBT.B.6](http://www.corestandards.org/Math/Content/4/NBT/B/6/)  Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.  [CCSS.MATH.PRACTICE.MP3](http://www.corestandards.org/Math/Practice/MP3/) Construct viable arguments and critique the reasoning of others.  Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.  [CCSS.MATH.PRACTICE.MP5](http://www.corestandards.org/Math/Practice/MP5/) Use appropriate tools strategically.  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. |
| **Lesson Objective: What do you want students to know and be able to do? (TPE 3)**  The lesson objective is to provide students with an introduction to strategy sharing particularly with partners. By modeling   * Students will be able to share and explain their work with a partner and/or during whole-group instruction. * Students will be able to construct viable arguments and critique the reasoning of others. * Students will be able to review division of whole numbers with a whole digit quotient. |
| **Assessment: Formal and Informal Assessment. (TPE 5)**   * **What evidence will the students produce to show they have met the learning objective?**   + **As I am walking around during the third phase of the lesson I will monitor:** * Students will explain at least 1-2 steps they did to solve the math problem. * Students will express how they started if unable to go beyond. I can help prompt in this case. * Students will be solving this problem in their math notebooks as a piece of tangible evidence.      * **What modifications of the above assessment would you use for language learners and/or students with special needs?**   + Clarifying vocabulary correlating to the math story, checking for understanding using hand signal (thumbs up, thumbs down)   + Sentence starters are on display in the class with ways to talk about each other’s work (Ex. I noticed you…. I am wondering why… How did you…I agree… because... ) |
| **Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**   * **Prerequisite skills from prior school experiences**   + **Teacher has done some whole group strategy share before as well as weekly three phase lessons. They have experience with division particularly with dividing multi-digit dividends by single digit dividends.**      - Shifting from whole group to partner work (turn and talk)     - Understanding of fair sharing (by connecting to prior experiences)     - Ability to add, subtract, or divide     - Direct modeling or standard algorithm * **Strategy to connect school learning with prior experiential knowledge and/or cultural background**   + Parties are common (past pizza party in class) so they are familiar with the idea of sharing things evenly among the class.   + Connecting them to the idea that everyone wants to have the same amount, “What if your friend got more than you?” -- connect to fair sharing   + The math problem is about the classroom, they have a stake in this. * **Pre-assessment strategy**   + Before I send students off to do the problem I will ask them what are some ways to start this problem so that they can share their strategies and be transparent with others who might still need help. By assessing what their entry into the problem is, I am also orienting students to each other’s ideas and providing entry points for others who might not have a strategy yet. |
| **Academic Language. (TPE 3)**   * **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?** * Students will gain further experience in discussing their mathematical strategies using vocabulary such as: adding, subtracting, dividing, sharing, distributing, decomposing. Students will also develop their conversational skills related to sharing math strategies and arguments. Through engagement with each other’s vocabulary and ideas, they will build their own respective math vocabularies. |
| **Equity. (TPE 1, 2, 3, 4)**   * **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels) Describe your differentiated instructional strategy.** * Through the first phase of the lesson, I will be clarifying vocabulary surrounding the lesson. I will also read the lesson out loud as I ask the students to follow along to support students who need auditory instruction. The problem will be culturally relevant because the subject of the math problem is the class itself. |

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

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| **Time**  5 min  15 min  15 min  5 min | **Teacher**  Phase 1: Story Problem: Ms. S won 108 pencils for her 4th grade classroom. She wants to give the pencils out so each table gets the same amount of pencils. There are 6 tables in the classroom. How many pencils will each table get?   * Problem will be pre written on paper and projected on the board. * Connect experience to fair sharing: How would you feel if she gave more pencils to this table? * I will read problem aloud. * Ask what story tells us, not answer. * Clarify points: How many table will share the pencils? How many pencils? Do you think each table will get more than one pencil? More than ten pencils?   + May have some confusion about “more than,” “less than,” “at least.”   + Explain to the students that we will now work on the problem in our notebooks and I will come around to help (scaffold) for those who need help.     Phase 2: Send students out to work on the problem while I walk around and conference. I will select two to three students to go to the board and start writing out their strategy before they share their strategies for phase 3. At least one will be a direct modeling strategy. If students finish early I will ask them to find a different way to solve the problem. If they finish that then I will also have a different set of numbers they can try.  Phase 3: I will bring the students’ attention back to the front. I will model a strategy share by having the student I chose explain their strategy while stopping the student at certain points to clarify and question. After clarifying, I will connect back to the whole group and ask them to to turn to a partner and talk about whether they did something similar or different at that point in solving the problem and to talk about that portion of their strategy. Find ways to connect one person’s strategy to another.  Closing discussion: Students will have an opportunity to discuss what they learned from today’s three phase math lesson. They will first pair share then I will have them share out with the class.  Reflect on what we just did:   * Have someone share what we did today * What is one thing you learned today? * What is something you learned about math and something you learned about your partner? | **Students**  Phase 1: Students will take out their notebooks and a pencil.  Students will follow along.  Students will be free to respond to questions, ask questions.  Students will show thumbs up if they have a way to start the problem. If they do not have a way, they can come up and I will help scaffold a way to start.  One student will be chosen to go up to the board and begin writing the first few stages of their work. This student will help model their strategy in front of the class.  Students will observe the model strategy share in front of the class involving myself and the selected student.  Students will work in partners or triads to share their work with each other and discuss their arguments with other other using the sentence starters in the class and what they observed during my model strategy share.  Students will reflect on how the lesson went for them and what they took away from the lesson. This will be done in pairs before they have an opportunity to share across the class. | **Resources/**  **Materials**  Students will need a blank sheet of paper to do their work. Preferably one that can be torn out and turned in for me to analyze later.  Make sure students have access to unit cubes, base tens, hundreds, etc.  (will be pre set up in the morning and placed on tables in transition from ELD to Math |

Reflection:

I felt like the lesson went well in terms of the flow between the different segments of the lesson. I felt that the class was engaged and when there was work time, the students were interested and involved in solving the math problem and working through their strategies with each other. I felt that I really thought out my lesson well enough to understand where complications could arise and where I would need to do more scaffolding. While thinking about my specific group of students, I realized I would need to adapt the lesson for students who would finish the problem so quickly by giving them other ways to do the problem and different number sets to plug in. In the same vein I also had to think of the students who need extra time or extra scaffolding. For these students, I made sure we walked through the problem together, carefully before moving on to make the expectations of the problem explicit. I also had manipulative items available for them to use if they felt they needed that scaffold. The goal of the lesson was not for them to master division but to get comfortable with understanding their own strategy which may or may not have included the standard algorithm. Moving forward from this lesson I want to make sure I work on clarifying instructions for students who finish quickly so they already know the routine: first you try another strategy and then you can use the variation of the problem using different number sets. I felt that I had a good sense of time management and class management. I was able to go through the several phases of this lesson while being able to go in depth to each section without rushing students and still being able to contain the lesson in the allotted time. I provided variations of call and responses to differentiate holding and keeping my students’ attention. I felt like it was a strong lesson and I would like to continue the strong parts of this lesson throughout my future lessons.