

MERRIMACK COLLEGE – Graduate LESSON PLAN TEMPLATE

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Title	Multiplication and the Commutative Property
Grade Level/Subject	Grade 3 Math
TEACHING AND LEARNING OBJECTIVES	
Big Idea: List the broad concept/topic or theory to be introduced	Properties of Multiplication and Solving Problems with Units of 2–5 and 10
<p>A. Essential Questions (Overarching/Topical)</p> <p>B. Desired Results – List/Label the standards/benchmarks to be achieved in this lesson</p> <p>C. Knowledge and Skills Standard 1.a Essential Element 1.a.4</p>	<p>A. Students will understand the Big Idea well enough to respond to the following Essential question(s): (overarching and topical)</p> <p>Overarching:</p> <ul style="list-style-type: none"> - How are multiplication and division related? - How do we use multiplication and division to understand problems? <p>Topical:</p> <ul style="list-style-type: none"> - How can you use the commutative property to help you solve a multiplication problem? - How can you use arrays to solve multiplication word problems? <p>B. State Standard(s) covered (labeled)</p> <p>3.OA.1 Interpret products of whole numbers</p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>C. Mastery Objective (SWBAT):</p> <ul style="list-style-type: none"> - Students will be able to represent and solve word problems involving multiplication. - Students will be able to make sense of problems and persevere in solving them by using visuals.

Language Objective Include plans to support comprehension for English language learners. WIDA Standards Standard 1.a, SEI a Essential Element 1.a.4	Students will be able to comprehend the given word problems by reading one-on-one using specific phrases.
ASSESSMENT	
Pre-Assessment How will the learning be measured? Formative Assessment Traditional Assessment Performance Assessment Student Self-Assessment Standard 1.b Essential Element 1.b.2	Attach (or describe, depending upon assignment) the final product to be used for assessing performance. Include the rubric or detailed plan for evaluating the student's understanding. X Assessment attached __ Rubric attached Math Vocab Visuals Football Multiplication Word Problems
Resources for this lesson Include Technology Standard 2.a and 2.d Essential Element 2.a.3 and 2.d.2	G3 M1 Vocabulary Eureka Module 1
Time allocated for this lesson	30 minutes
Classroom management or layout considerations needed for this lesson Standard 2.b, 2.f and SEI d Essential Element 1.a.4, 2.b.1, 2.a.3	The lesson will be conducted over Zoom and the expectations are discussed during the morning meeting with the classroom teacher. If the student is not following the expectations they will receive a warning, 3 warnings result in their camera being turned off and 4 warnings results in the student being moved to the waiting room.
Learning Plan	LESSON DELIVERY
Step by step plan- Beginning Execution Ending	Insert (or attach) sequence of learning activities here. 1. I will begin by reminding the student what we have been learning in class. 2. Vocabulary Review

<p>Transitions between Lesson Segments Consideration of Use of WHERETO as a guide Evidence of accommodations and/or modifications (504, IEP, ELL, etc below) Standard 1.a, 1.b, 2.a, 2.b, 2.c, 2.d, 2.f, SEI.a, SEI.b, SEI.c, SEI.d Essential Elements 1.a.4, 1.b.2, 2.a.3, 2.b.1, 2.d.2</p>	<ol style="list-style-type: none"> a. I will ask the student if he knows what the vocabulary words mean and if he doesn't then I will go over them with him. b. After all of the vocabulary has been reviewed I will show the student a blank multiplication and division statement and ask him to tell me where the provided words belong. (factor, product, commutative property) <ol style="list-style-type: none"> i. He has a copy of the materials at home <ol style="list-style-type: none"> 3. Review the parts of multiplication and vision problems. <ol style="list-style-type: none"> a. "What goes here?" points to each part <ol style="list-style-type: none"> i. (# of groups X # in each group = total) 4. Google Slides <ol style="list-style-type: none"> a. I will share my screen with the student while I am on the Notability app so that I can write on the slides and display them. b. I will do the first question with the student to show him how I want him to annotate the word problem while he is reading. <ol style="list-style-type: none"> i. then he will solve the problem and walk it through with me - he needs to draw an array, then write the multiplication equation and finish it off by writing a sentence. ii. I will walk the student through the 2nd problem to remind him of the steps. Student will complete the other 2 problems on his own, showing me his work after each step. 5. Exit Ticket: <ol style="list-style-type: none"> a. There are 5 students and they each got 4 pieces of candy. How many pieces were there in all? Draw an array to show and use the commutative property.
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