Lesson Plan

Re-engagement Lesson (MATH288)

Date: 12-12-22 Subject: Math Grade Level: 3rd Time needed: 55 min

Preliminary Planning

Topic/Central Focus: Number Operations

Prior Student Knowledge: Students have an understanding on how to add, subtract, and multiply. The students are still struggling with the multiplication when including decimals. Students understand that numbers are carried over when multiplying/adding. Students know how to work well with partners and have many ideas of how to work effectively and respectfully. Students also have an understanding of how to use different links and send screenshots through SeeSaw of their work.

Illinois Learning Standard (s) addressed:

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Common Core State Standard (s) addressed:

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Social Emotional Learning Standard (s) addressed:

SEL.2C.2b Analyze ways to work effectively in groups

Objectives:

1. Given an online game, students will complete addition problems with 90% accuracy

2. Given a group, students will determine 2 ways on how to work effectively in a group

3. Given a group, students will analyze 8 different multiplication problems and express their opinions to one another

Learning Targets

1. I can complete addition problems
2. I can work effectively in groups
3. I can discuss ideas with group members

Differentiation/Planned Support:

Whole Class: The whole class will participate in different partner activities and worksheets along with playing educational games on their iPads. They will also participate in discussing what working effectively in groups includes and demonstrating that when working in teams. Students will explain their ideas to one another and discuss their understandings. Students will get their work checked and be observed by their teacher throughout this lesson and will be able to send different scores from the online games through the app of SeeSaw on their iPads.

Student with high anxiety and student with father situation: During partner work, students will be made sure to be partnered with students who they are friends with (ones that will not act out). The reason for this because if they are partnered with someone at their own level, they can feel stressed that they are not understanding and if they are partnered with a gifted student they may feel more stressed that they cannot move as fast given their situations

Students with low MAP scores: During partner work students will be partnered with higher level students in order to be able to get the assistance that is needed for where they need to be. During team/group activity, students will be put on separate teams so that they can both get the support that they need from their teams.

Formative Assessment (Process):

FA 1: mid exit slip of activity- students screenshot their scores and send through SeeSaw to teacher with goal of 90% accuracy

FA 2: oral- groups will describe their two ideas of working effectively in groups to the rest of the class

FA 3: observation- teacher will watch and listen as students work together and describe their thinking to the different decimal multiplication problems

Summative Assessment (Product): Students will take a post test (summative assessment) to ensure their understanding these ideas without any sort of assistance from the teacher or other classmates

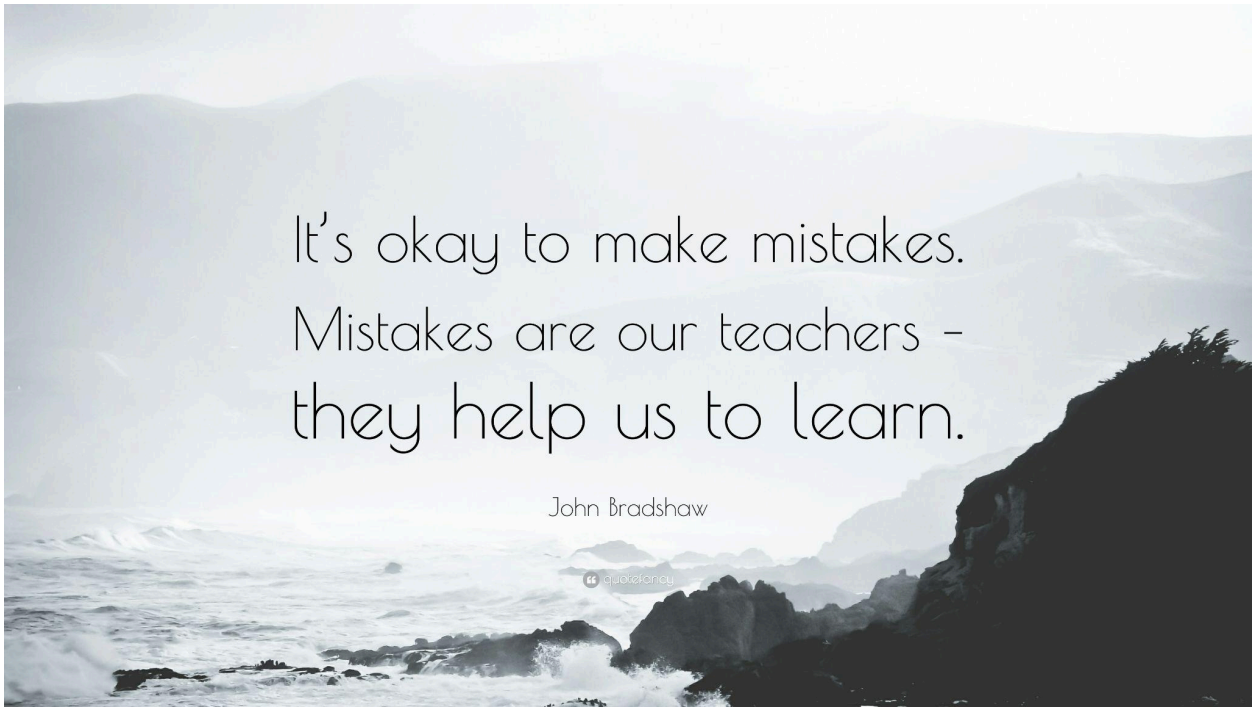
Preparation: print worksheets, create partners, find quote for morning meeting, gather pattern blocks

Technology used: iPad, Apple TV, computer

Instructional Plan

Engage, Connect, and Launch:

Engage: "Good morning class! For our morning meeting today, we are going to look at this quote.



What do you all think of this? (let students respond) These are all great and you are all so positive! Mistakes are not bad things, we learn so much from them!"

Connect: "With that being said, there were some areas that tripped us all up on the pens vs pencils worksheet, which is okay! Learning from these mistakes is a great thing and will only make us grow stronger!"

Launch: "So, let's all put everything away and let's grow!"

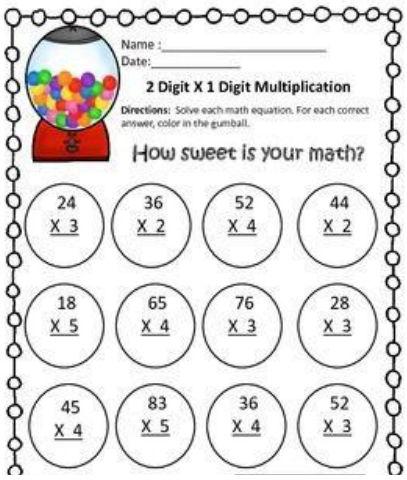
Sequence of Learning Activities:

Activity #1: (Carrying numbers game) 15 min

1. Ask the students to take out their iPads and go to the website that was sent to their school email

   https://www.education.com/game/two-three-digit-addition-science/

2. Demonstrate to the students how the game works, that you will answer different math addition problems in order to help create a potion to grow the Professor's beard
3. Put students into set partners in order to work on this assignment
4. After the students finish the game, have the students screenshot their scores and send through SeeSaw to teacher (FA 1)
5. have the students take this worksheet to their seat to work on with their same partners



6. Have the students highlight the number that they carried up, let the students know for each problem there will be numbers that are carried
7. Once the students have finished their worksheets with the partners, check the students work and make sure that they highlighted the number that they carried
8. Once the students work is checked, have the students come to the carpet

Transition *"If you have not turned in your work already, please come and bring it to me! We will be going to the carpet for our next activity, you don't need anything but yourselves!"*

Activity #2: (Decimal multiplication: reengagement, math hospital) 20 min

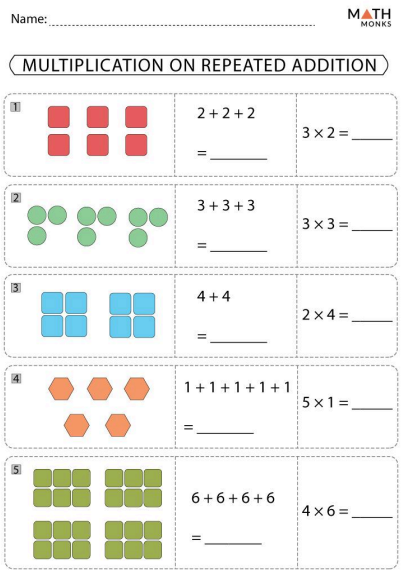
1. When all students come to the carpet, divide them into two teams

2. Before beginning the math hospital, ask the students to come up with team names and to determine at least two different ways to work in a group effectively **(FA 2)**. Give them an example of "communicating nicely", but let them know they cannot use this one.
3. Give the students two minutes, then have the groups share their ideas
4. After sharing these ideas, explain to the students that you are going to put a multiplication problem on the board that includes decimals and you (the teacher) are going to go over how the student completed the problem, not saying if it is wrong or right. Then have the students talk with their groups to determine if the answer is wrong and why it is wrong or if it is right and why it is right.
5. Students will collaborate and explain their ideas verbally to one another, during this process the teacher will observe these discussions to see if they are on the right track **(FA 3)**
6. After each question, teacher will make sure to go over it and each team will get 1 point if they could explain why the strategy/answer was or was not correct

Transition *"You all did such an amazing job with this! (winning team name) you guys received more points, so come and each grab something from the toy chest! Then, let's all go back to our seats!"*

<u>Activity #3: (repeated addition) 15 min</u>

1. Have students take out their pattern blocks and set them on their desk for this activity
2. Explain to students that they will partner with the person to the left of them for this activity
3. Explain to the students that they will be using their pattern blocks to do repeated addition and then from that addition they will do the multiplication problem that goes with the addition problem



Name: .....

MATH MONKS

MULTIPLICATION ON REPEATED ADDITION

1		2 + 2 + 2 = _____	3 × 2 = _____
2		3 + 3 + 3 = _____	3 × 3 = _____
3		4 + 4 = _____	2 × 4 = _____
4		1 + 1 + 1 + 1 + 1 = _____	5 × 1 = _____
5		6 + 6 + 6 + 6 = _____	4 × 6 = _____

4. After students finish worksheet, have them get it checked with the teacher and then they may turn it in
5. Then they can play this game,

   https://www.math-play.com/math-racing-multiplication-game-2/math-racing-multiplication-as-repeated-addition_html5.html

   which will help them convert repeated addition problems into multiplication problems. When they complete the game they can screenshot their score and send it over Seesaw.

Closure: *"You all did such an amazing job today! I am so proud of each and everyone of you. We are going to learn more amazing math tomorrow, but we are done with math for today! So let's put everything away and I will call each row to go and get their snacks"*

Assignment: no assignment