# ED 101 Educational Technology Lab – Spring 2011

# Boston University – School of Education

LESSON PLAN

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| ***Requirement*** | ***Your Answer*** | ***Points*** |
| LESSON BASICS (28 pts.) |
| Your Name  | Caroline Campbell |  |
| Your ED101 Lab Section |  |  |
| School  | **Gardner Pilot Academy** | (1 pt.) |
| Grade(s) Observing  | 3rd | (1 pt.) |
| Supervising Teacher  | Sarah Wasserman | (1 pt.) |
| List any teaching help you may have during the lesson  | Sarah Wasserman Kaitlin Walsh | (2 pts.) |
| Setting (in class, in computer lab, other?)  | On a computer in the classroom | (1 pt.) |
| Technology needed to complete lesson  | There are four computers available at a time, so the students will use the website instead of study island in their math rotation, there are 15 students | (3 pts.) |
| Other materials needed   | 1 minute timed quiz handout | (2 pts.) |
| Content Area(s) | Math | (1 pt.) |
| Title of web site  | Multiplication | (1 pt.) |
| Topic of Lesson  | Multiplication | (1 pt.) |
| Goals of the Lesson  | It is my hope that students come away with a better understanding of the rules of multiplication. I hope they can learn to efficiently use the facts and rules of multiplication.  | (4 pts.) |
| Three Objectives  | My students will be able to correctly write in the answers of multiplication facts #0-12 problems when presented with questionsMy students will be able to apply several multiplication methods, such as addition, skip counting, the finger method and songs when asked for instructions as to how the answer was determined. Students will demonstrate the ability to recall the memorized facts when given a one minute timed quiz with 12 problems.  | (10 pts.) |
| STANDARDS (20 pts.) |
| Technology standard | Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovationThis standard: 1. focuses on applying a wide range of technology tools to student learning and everyday life;
2. aims to ensure that students will be able to use technology to process and analyze information;
3. is to help students develop skills for effective technology-based communication;
4. includes the use of technology to explore and create new ideas, identify trends, and forecast possibilities; and
5. aims to provide students with an awareness of how technology is used in the real world.
 | (10 pts.) |
| Curriculum Framework  | * Massachusetts Standards for Mathematical Practice
* Operations and Algebraic Thinking, Grade 3
* Multiplication
1. Represent and solve problems involving multiplication and division
2. Understand properties of multiplication and the relationship between multiplication and division.
3. Multiply and divide within 100.
4. Solve problems involving the four operations, and identify and explain patterns in arithmetic
 | (10 pts.) |
| LESSON PROCEDURE (30 pts.) |
| Introduction of Lesson  | What is 1,000,000 multiplied by 10? 100? With the rules you will come to learn these problems will be easy to figure out in a second. 1. How are the students grouped? In the grouping that Ms. Wasserman has been using for the duration of the year.
2. Where is the lesson taking place? In the classroom
3. How will your lesson begin? What will your “hook” be? The above statement, a “sting” if you will to draw the attention to something that seems completely foreign to them, which is actually within reach.
 | (5 pts.) |
| Lesson Procedure, Web Site Use, and Technology Standard | The students will be sitting on the carpet, where most of the lessons take place. I will open with the figures 1,000,000 X 10 on the board then proceed to ask the students what they think the answer could be. I will then tell them that these problems and other much harder are easier than they think to solve with the right tools and rules. Then the students will split up into their 4 different groups. One group will go on the computer and go through the website. I will be there to help and guide the students through the usage of the website. Another group will be working on multiplication activities that have been assigned prior to the lesson by Ms. Wasserman. The third group will be sitting with me on the carpet where Ms. Walsh will ask them how they would go about solving the problem, as they have had some familiarity with multiplication. The fourth group will be testing themselves and each other with the multiplication flash cards they have available. The groups will rotate 3 times before coming back to the carpet to share what they have learned with their peers. After this discussion the students will take a one minute timed test to assess how well the multiplication facts and rules can be recalled from both the lesson and prior lessons. The technology used, the website, will help the students develop their problem solving skills with word problems, quizzes and questions about how each problem was solved.  | (25 pts.) |
| ASSESSMENT (22 pts.) |
| How will students be assessed?  | What is your assessment plan associated with the web site and lesson?The one minute timed quizWill this lesson connect to something happening afterwards in the classroom or at home? Yes, the constant practice of multiplication in class everyday as well as at home practice.I might assign a homework assignment as word problems that require different methods of multiplication to solve. I would explain this lesson to another with the better they know their multiplication facts the easier division and other math operations will be. | (5 pts.) |
| How will you know if students have met the objectives stated above?  | *My students will be able to correctly write in the answers of multiplication facts #0-12 problems when presented with questions. This objective will be achieved in class discussion (where the students will show their answers on a small whiteboard) as well as the quiz online, and the minute quiz at the conclusion of the lesson.**My students will be able to apply several multiplication methods when asked for instructions as to how the answer was determined. This objective will be met in the class discussion, where students who do not raise their hands can still participate by writing on the small whiteboard available for use, when the students explain how they found answers or how they could go about finding answers.* *Students will demonstrate the ability to recall the memorized multiplication facts when given a timed quiz. This objective will be the one minute timed quiz.*  | (7 pts.) |
| Web-based Quiz  | *1 If I multiply 0 by any number the answer will be*1. *The number*
2. *0*
3. *100*
4. *9*

*2 The last place of any multiple of 5 will be* 1. *0 or 5*
2. *1 or 4*
3. *1 or 5*
4. *0 or 4*

*3 The multiples of 10 are*1. *Odd numbers*
2. *Prime numbers*
3. *Even numbers*
4. *End in 5*

*4 Switching the position of the factors will give you the same answer ex: ) 7 X 2 and 2 X 7*1. *True*
2. *False*

*5 The number 1 times any number will always be 1*1. *True*
2. *False*
 | (10 pts) |