** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/ Math | School: | Sacred Heart |
| Date: | March 8/2022 | Allotted Time: | 1hr 15min |
| Topic/Title: | Multiply and Add II (plus multiply by 10’s etc.) Lesson Plan | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| To learn how to multiply 2-digit numbers with a single digit by using different strategies to understand. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Analyzing and critiquing   * I can explore with a purpose in mind and use what I learn.   Critical thinking will be embedded in this lesson as students are expected to use their knowledge of multiplication to explore with the purpose of learning the different strategies involved with how to multiply larger numbers. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | The FPPL that learning involves patience and time is embedded within this lesson by giving students the patience needed for them to fully grasp a new concept as well as give them the time needed to work through a problem. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.  Essential Question: Can I utilize what I know about multiplication and addition to explore how to multiply double digits? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Reasoning and analyzing: Use reasoning to explore and make connections * Understanding and solving: Develop and use multiple strategies to engage in problem solving   Students are expected to use their reasoning abilities to make connections and utilize their multiplication skills to develop strategies involving double-digit numbers. | * multiplication and division of two- or three-digit numbers by one-digit numbers   Students are expected to learn how to use multiples of 10, 100, and 1000 as well as how to use addition to break apart two-digit multiplication equations. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Students will demonstrate their learning by participating in class discussion at the beginning of the lesson and being able to do at least half of the questions in their workbook. Students will know they are proficient when they are able to finish at least half the questions in their workbook with accuracy, and this evidence is documented in their workbook. Students will get an opportunity for teacher feedback as teacher and EA’s circulate the room helping students who need it. This will be a formative lesson. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| All Students: must participate in class discussion and complete half the pages in their workbook with assistance  Most Students: can participate fully in class discussion and complete the pages in their workbook  Some Students: could contribute new ideas for discussion and help others complete their pages in the workbook after they finish.  EA’s can circulate the room helping students and help students find answers during class discussion if they are called on and need the help. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Workbook * Whiteboard/ Markers * Computer: Youtube |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Begin lesson by explaining to students they will be using the skills they learn today to create their own restaurant tomorrow. | 2min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | \*\*For full lesson plan with a focus on ONLY this concept refer to Multiplying by 10s, 100s, and 1000s Lesson Plan.  Multiplying by tens, hundreds, and thousands:  Use the blocks to represent multiplication statements.  Prompt students to state their knowledge of multiplication facts involving 10s, 100s, and 1000s.  Ensure students know the rule that if something is multiplied by 10 it will always end in 0. Do some sample questions;  10 x 3= 30 so 10 x 30= 300 students need to recognize that if there is a 0 at the end of both #s it adds another 0 to the answer so  10 x300= 3000 and 10 x30000= 300000  You can also break this down by adding the 0s at the end so 6 x20 turns into 6x2= 12 first and then the 10s are added back so the answer would be 120.  Finish lesson portion with a video: <https://www.youtube.com/watch?v=8g6EJX_qLSU>  Work in workbook page 117-119  Multiplying and Addition II  Begin with writing an array and asking students to answer what the multiplication product is. EX: 5x15  Teacher will then use that product and break it down similarly to how the workbook does this. 5x15= (5x10) + (5x5) Prompt students to answer how they would break the number 15 into two numbers 10 and 5  Ask students to solve each equation 5x10= 50 and 5x5= 25. Prompt students to guess what they should do after this step; the correct answer being add the two sums together 50+25= 75  Phrase this as an easier way to multiply if you are having trouble solving large numbers.  Move onto a second question with a larger double-digit number such as 8x34. Follow the same steps as before to answer the question prompting students to answer which steps they should follow to solve the equation.  Lastly move onto a third question (if students show understanding) which will include a three-digit number to multiply such as 3x220 which students will be prompted to break down themselves.  Teacher will then assign the corresponding pages in the workbook (pg 120-121) and (pg 117-119) noting to the students if they have trouble solving number 6 with mental math they are welcome to take a blank piece of paper out and write the answers out. | 10-15min  5min  10min  5min  5min  20-30min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Teacher will end the lesson with a thank you for being such a great class to learn math with. | 5min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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