# Supervisor Observation 2

**Author:**
**Date created: 01/XX/2018 ; Date modified: 01/XX/2018**

## VITAL INFORMATION

**Subject(s)** Mathematics

**Topic** 3 by 1 Multiplication (80 minutes)

**Grade/Level** Grade 4

**Resources**

- Materials and resources:
  Smart Pals (1/student)
  P.O.T.D (1/student)
  Smart Board
  Classwork Problem Sheet (1/student)
  Homework Sheet (1/student)
  Clicker (1/student)
- The number of computers required is 5.

## STANDARDS & ASSESSMENT

**Standards**

**NJ- New Jersey Student Learning Standards for Mathematics (2016)**

**Grade:** Grade 4

**Area:** Number and Operations in Base Ten

**Standard:** B. Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Indicator:** 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Learning Objective(s) (Learning Target(s))** Students will be able to solve 3 digit by 1 digit multiplication problems with 80% accuracy.

**Knowledge of Stdnts/Universal Design for Learning** Students will be able to move at their own pace when solving problems in guided and independent practice. This allows students to feel comfortable with the content before moving on. In addition, students will be able get help from the teachers during guided practice. Students will be able to learn using different modalities.

**Assessment Plan**

**Formative Assessment:**

Formal: Students will get assessed one way formally during the lesson.

1. Individual Classwork grade
    1. Students will solve problems on a classwork sheet and then submit answers into their clickers. Students will be graded on this by the amount of answers the students got correct on the clicker answers.

Informal: Teacher will observe students while they work making note of students that are not on task. Dojo points will be given or taken away for behavior observed. Students should quietly work with a partner for the upper half and independently work on the bottom half.

**Summative Assessment:**

This lesson is part of a bigger unit. The unit is multi-digit multiplication. The students will be tested on this through a unit test.

## IMPLEMENTATION

**Lesson Rationale** Direct instruction is the best way to teach this because it gives students the ability to practice a skill as a whole class prior to doing problems on their own. Using a direct model for this lesson also allows for students to understand the content better through the skill isolation. This lesson goes to the 3rd level of Bloom's Taxonomy. Students get to apply what they have previously learned about regrouping with 2 by 1 problems for the new lesson on 3 by 1 problems. The grouping also allows for students to be able to work with one another to learn the material. During the lesson, dojo points are also given. These points motivate the students to stay on track since there is an incentive to having the most points at the end of the class.

**Model of Instruction**

Direct Instruction

**Subject Specific Language**

Multiplicand- This term will be reviewed at the beginning of the lesson. Students should be familiar with this term meaning the number to be multiplied.

Multiplier- This term will be reviewed at the beginning of the lesson. Students should be familiar with this term meaning the number that tells how many times to multiply the multiplicand.

**Instructional Materials (handouts, etc.)**

**Attachments:**

1. **February 1 Classwork.pdf**
2. **P.O.T.D Jan 29.docx**

**Procedure**

1. Anticipatory Set (30 minutes)
    1. Students will enter the room and sit at their desks, Students should take out their agenda book, homework folder, log, homework, and a pencil. Class Dojo points will be given to students who have these items and taken from those students who don't have these items. Students will be then told the homework, which they will write in their agenda books.
    2. Students will grab a smart pal and do a minute multiplication frenzy.
    3. Students will work on the problem of the day. After about 5 minutes, the teacher will go over the P.O.T.D. The teacher will call up volunteers for some of the problems as well as ask the students to all respond to the answer in a funny voice. The answers will either be written on the smart board or the white board.
2. Teaching/Instructional Process (15 minutes)
    1. The teacher will use a smart notebook presentation.
        1. The teacher will go over the vocabulary.
        2. The teacher will have 3 students come up to the front and have each student be either the "king", "queen", or "prince". another student will be the multiplier. The multiplier must shake the hand of the prince, then the queen, followed by the king.
        3. The teacher will then go over a few 3 by 1 problems.
        4. One of the teachers in the room will put the classwork in the paper bins during the teaching.
3. Guided Student Practice (10 minutes)
    1. The teacher will go over the first 2 problems on the classwork.
    2. The rest of the problems on the top half of the classwork the students will work with a friend.
        1. Teacher help is allowed.
4. Independent Practice (20 minutes)
    1. The problems on the bottom half of the classwork the students will do independently.
    2. When the students are finished with the problems, they should enter their independent practice problem answers in their clickers.
    3. If time allows, students will be sent to centers
5. Closure (5 minutes)
    1. Classwork will be collected
    2. Students will have a brain break.
        1. Exercise and Freeze Dance will occur.

# COMMENTARY

**Evidence-Based Reflection**

**Sample Student Products**