Write-On/Wipe-Off Lesson Planning Sheet for Common Core Math Lessons with Language Learners

Make sure the lesson makes sense to LLs!

Common Core Critical Area (*What critical area from the Math Common Core will this lesson address?*):

Grade 3, Critical Area 1: developing and understanding of multiplication and division strategies within 100.

Objectives (*What **math** and **math language** can I expect the students be able to use at the end of this lesson?*):

Math Objective: *I can ...* 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. (CCSS.Math.Content. 3.OA.A.3)

Math Language Objective: *I can …* *work with a partner to read, write, and solve word problems.*

Vocabulary (*What key vocabulary will I need to teach so the students can understand the lesson?):*

Key Vocabulary	How I will teach it?
multiply	❏ use pictures/clipart/animation ❏ topical/thematic word wall with visuals ❏ act out the word ❏ write a student-friendly definition ❏ write/draw classroom-based examples ❏ talk about parts of the word ❏ 2 or 4 corners vocabulary ❏ Jeopardy! ❏ charades ❏ write/sing a song ❏ write/perform a rhyme/poem ❏ word web ❏ create a hand signal/body motion for vocab ❏ provide a desk reference of math terms and symbols ☑ other: Model the key words using TPR (gestures/and body motions) when introducing the centers and interacting with groups.
divide	
product	
total	
altogether	

Connecting to Prior Knowledge and/or **Providing Background Information** (*How will I remind the students what they already know about this math concept? Or how will I introduce them to new concepts in a fun or meaningful way?*): ☑ read aloud book/poem ❏ tell a story from personal or school experience ❏ whole class K/W/L ❏ show a video clip ❏ show pictures/clip art ❏ role-play with student help ❏ student 2 min. quick-write ❏ share a story problem based on the class/room
❏ other(s): _____

La oruga muy hambrienta (The very Hungry Caterpillar (Carle)

Hands-On Materials (*What materials can students touch and manipulate as they practice?*): ❏ blocks ❏ counting beans & cups ❏ unifix cubes ❏ attribute blocks ❏ paper & scissors ❏ tangrams ❏ organizers made out of yarn/string and slips of paper with words/numbers to fill in spaces ❏ cut up the worksheet ❏ word cards and examples to match ❏ store-bought, teacher and student-made games ❏ make a giant-sized version of the problem with masking tape, boxes, props, signs etc. ❏ calculators ❏ individual whiteboards and dry-erase markers ❏ index cards with numbers, problems, answers etc. ❏ small bags, containers, boxes with rice, Cheerios etc.
☑ other(s): two-sided counters for making arrays

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Meaningful Practice (*How will students repeatedly practice with the math and math language in a meaningful way?*) ❑ turn & talk ❑ finish sentence frames (i.e. "I can ___ using ___." "One way to ___ is ___.") ❑ partner work ❑ place vocab. in graphic organizers ❑ add words to word bank/personal dictionaries ☑ make/build a model ❑ create 5 problems and switch with a partner to solve ❑ with a partner, say/write as many sentences with key vocab as possible ❑ pairs solve problems and write answers on individual whiteboards ❑ students write story problems ❑ solve problems/answer questions in small groups ☑ solve real-world/school based problems ☑ math conversations ❑ math dramatization ❑ give students math discussion starter sentence frames (e.g. "If I try ___ I think ___will happen." etc.) ☑ model thinking aloud when problem-solving
☑ provide a checklist of problem solving steps
☑ other(s): 3 centers: (A) Read a traditional multiplication or division word problem with a partner and step-by-step guide; (B) Write and model a multiplication math problem based on the multiples of 1, 2, 3, 4, or 5; (C) Play a game to model and solve a multiplication or division problem.

Open-Ended Questions (*What interesting questions will I ask during the lesson that could be answered in many different ways (i.e. will elicit higher-order thinking)?):*
(Ideas: *Do you think..? What would happen if...? Is there a better solution..? How many ways can you..? What's the easiest/hardest part...? What is this similar to? Do you think...? Why did you...? How can you use this in life? What do you notice about...? etc.*)

1) *How could you take your product and use it to make a division problem?*

2) *When do we do multiply food and people in real life? (menu planning, shopping, nutrition/dieting; restaurant management etc.*

3) *What would happen if I changed this number to [fill in the blank]?*

Constant Assessment (*How will I and how will the students measure their math and math language learning throughout the lesson?*):
☑ ask open-ended questions related to your objective (e.g. "How do you know..." "How will you know if you are right?" etc. ❑ students give a thumbs up, down or sideways based on their achievement of the objective ❑ conference with individual students and note successes and stuck places ❑ ask individual students a question they would need to answer with a key vocabulary word ❑ partners share what they are learning with one another ❑ direct a student to think out-loud about a problem ❑ exit tickets where students write 1-3 things they learned or questions on a post-it
☑ other(s): Ask, "What are the steps that helped you most to understand the word problem?"
