

Subject/Grade: 4		Lesson Title: Multiplication	
Teacher: Hannah Klassen			
Stage 1:			
N4.3			
Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by: <ul style="list-style-type: none"> • applying mental mathematics strategies 			
Key Understandings: ('I Can' statements) I Can: connect my understanding of groupings to concepts in multiplication I Can: explore multiplication concepts by noticing patterns I Can: use a multiplication table correctly		Essential Questions: What patterns are present in multiplication tables? How does multiplication make counting easier?	
Prerequisite Learning: Sufficient understanding of addition and subtraction Basic understanding of groupings and patterns			
Instructional Strategies: Multiplication tables Games for understanding			
Stage 2: Determine Evidence for Assessing Learning			
Teacher observation: <ul style="list-style-type: none"> - Student correctly uses a multiplication tool to solve an equation, y/n check list - Student is engage in math games with peers, completes a minimum of 5 minutes of 			
Stage 3: Build Learning Plan			
Set (Engagement): Introduce multiplication using a power point visual. Go through all of the slides and answer any questions that come up. Work through the practice equations on the board as a class and encourage students to practice using their multiplication tables. (5 minutes)		Length of Time: 15 mins 	
Development: 1 vs 1 Card Game (10 minutes) <ul style="list-style-type: none"> - Students will get in pairs and split a deck of cards into two even piles - At the same time, students will flip the top card and start solving the equation of the two cards multiplied together - As a class, decide on the values of ace, jack, queen, king, joker - Whoever says the solution first, collects both cards. - If there is a tie, re-flip and the winner of the next round will collect all 4 cards Multiplication-Up! (10 minutes) <ul style="list-style-type: none"> - In groups of three, students will take turns playing, and being the person "Up" 		Materials/Resources: <ul style="list-style-type: none"> - multiplication tables - decks of cards (1 per 2 students) Possible Adaptations/ Differentiation: <ul style="list-style-type: none"> - Management Strategies: <ul style="list-style-type: none"> - Safety Considerations:	

<ul style="list-style-type: none"> - The two players will flip a card facing away from them so everyone can see the card but them. - On the count of 3, the person “up” will say the answer to their multiplication equation. The players must shout out their own card number by deducing t based on their opponents card and the equations answer. <p>Learning Closure: Time: 20 Multiplication Jeopardy or Individual Enrichment Activity</p> <ul style="list-style-type: none"> - Facilitate a class game of “Jeopardy” for multiplication questions - Have students take turns individually answering questions. Students can choose not to participate and just observe if they would like. - Remind students they can use their multiplication tables at any time <p>End the lesson by thanking students for their participation and remind them that working of their times tables is very important! If we put in the work now to remember the basics things will be easier down the road!</p>	
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Stage 4: Reflection

Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic:
Date:

Teacher: Observer: Kelsey Middagh

<p>1. Professional Goal</p> <p style="text-align: center;">Presentation- Emphasis on key points</p>	<p>2. Steps to Achieve Goal</p> <p style="text-align: center;">Clear visuals Clear explanation and terminology</p>
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3. Instructions to observer (be specific):
Analyze this lesson to see if the emphasis was on the key points of this outcome and present a clear foundation of this topic.

- Answered student questions
- Promoted beneficial classroom discussion

- Engaged students and furthered their understanding of multiplication

4. Data Collection: