

Lesson: Module 5.2: Making comparisons involving multiplication and addition.		
Standard: 4.OA.1, 4.OA.2		
Phase Characteristics for Teacher		Phase Characteristics for Students
Orientation (Framing the Learning) A. States Learning Objectives <ul style="list-style-type: none"> • Content • Language • Social B. Activates Prior Knowledge	<p>A. Objectives:</p> <ul style="list-style-type: none"> • <u>Content objective:</u> I will be able to use a tape diagram to represent an addition or multiplication problem. • <u>Language objective:</u> I will use a tape diagram to analyze whether a word problem involves multiplication or addition. <p><i>I know this problem uses (addition/multiplication) because _____.</i></p> <ul style="list-style-type: none"> • <u>Social objective:</u> I will use the chat box or my white board/camera to share my thinking. <p>B. APK: Think back to some of the reading strategies we use: for example, if we see the words since/then, we know the text is using cause and effect. If we see words like total, we know the number is usually getting bigger. Sometimes it can be confusing to figure out if a problem is really a multiplication problem, or a regular addition problem.</p>	Orientation <ul style="list-style-type: none"> • Actively listening • Connecting their schema to learning objectives • Building an understanding of learning objectives and expectations
Presentation (Presenting Information Through Well-chosen Explanatory Devices)	<ul style="list-style-type: none"> • Project the 4 word problems. Guide a class think-aloud about the language being used. 	Presentation <ul style="list-style-type: none"> • Actively listening • Connecting their schema to concepts,

<p>Teacher delivers ONE of the following methods:</p> <p>Model (Demonstrating)</p> <ol style="list-style-type: none"> 1. Name the strategy, skill, or task 2. State the purpose of the strategy, skill, or task 3. Explain when the strategy or skill is used 4. Use an analogy to link prior knowledge to new learning 5. Demonstrate how the skill, strategy, or task is completed 6. Alert learners about errors to avoid 7. Assess the use of the skill <p>Think Aloud</p> <ul style="list-style-type: none"> • Focus is tight and brief • Pay attention to your own thinking processes • Use an authentic voice • Use “I” statements • Think like the expert you are • Name your cognitive and metacognitive processes 	<ul style="list-style-type: none"> • Q’s: Which word problems involve multiplication? Which word problems involve addition? Which words helped you decide? • Multiplying: anything with equal groups, times as many, times as long, times as much. Adding: part to total thinking (more). • Project Step-In and lead discussion around the vocabulary words we notice. 	<p>skills, tasks, and/or language</p> <ul style="list-style-type: none"> • Engaging with lesson’s concepts • Responding to CFU’s
<p>Highly Structured Practice (Releasing the Cognitive Load)</p> <ul style="list-style-type: none"> • Whole Class • Direct supervision or led by teacher • Teacher carries cognitive load • Step-by-step • Controlled practice for doing the process correctly • Check for understanding at every step • Respond to student input 	<ul style="list-style-type: none"> • Project Step-Up and work through both problems, finding and underlining the vocabulary that will support us figuring out if we are multiplying or adding. • Complete 2A and 2C together, getting student input as we search for the vocabulary that will support our work. 	<p>Highly Structured Practice</p> <ul style="list-style-type: none"> • Practicing concepts, skills, tasks, and/or language with teacher step-by-step • Requesting clarification of concepts, skills, tasks, and/or language • Responding to CFUs

