Lesson: Module 5.2: Making comparisons involving multiplication and addition.

| Standard: 4.OA.1, 4.OA.2 | | | | |
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| Phase | | Phase | | |
| Characteristics for Teacher | | Characteristics for | | |
| | | Students | | |
| Orientation (Framing the Learning) A. States Learning Objectives • Content • Language • Social B. Activates Prior Knowledge | A. Objectives: Content objective: I will be able to use a tape diagram to represent an addition or multiplication problem. Language objective: I will use a tape diagram to analyze whether a word problem involves multiplication or addition. <i>I know this problem uses (addition/multiplication) because</i> Social objective: I will use the chat box or my white board/camera to share my thinking. 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. | Orientation Actively listening Connecting their schema to learning objectives Building an understanding of learning objectives and expectations | | |
| Presentation (Presenting Information Through Well-chosen Explanatory Devices) | • Project the 4 word problems. Guide a class think-aloud about the language being used. | Presentation Actively listening Connecting their schema to concepts, | | |

| Teacher delivers ONE of the following methods: Model (Demonstrating) 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 Think Aloud 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 | 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. | skills, tasks, and/or language • Engaging with lesson's concepts • Responding to CFU's |
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| Highly Structured Practice (Releasing the Cognitive Load) | • Project Step-Up and work through both problems, finding | Highly Structured PracticePracticing concepts, skills, |
| • Whole Class | and underlining the vocabulary | tasks, and/or language with |
| Direct supervision or led by teacher | that will support us figuring out if we are multiplying or adding | Requesting clarification of |
| Teacher carries cognitive load | • Complete 2A and 2C together, | concepts, skills, tasks, |
| • Step-by-step | getting student input as we | and/or language |
| • Controlled practice for doing | search for the vocabulary that | Responding to CFUs |
| the process correctly Check for understanding at | win support our work. | |
| every step | | |
| Respond to student input | | |

| Guided Practice (Creating Mental Engagement & Making Cognitive Connections) Instructing in small, flexible groups based on CFUs Follows the lead of the student Probing the knowledge of the students Questioning, prompting, cueing, and scaffolding Carefully and strategically shifting the cognitive load to the student Collaborative Practice (Anchoring the Learning) Teacher is working with the Guided Practice group | • Students will complete their exit ticket (using problems taken from this day's homework so they align with the lesson). | Guided Practice Working in small group with the teacher Dialoguing with teacher about the concepts, skills, tasks, and/or language Applying their knowledge under the careful guide of the teacher Assuming more of the cognitive load Collaborative Practice Consolidating understanding Negotiating meaning with peers Practicing academic language Applying knowledge to novel situations Experiencing the possibility of "productive struggle" |
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| Independent Practice | Exit ticket on canvas (problem taken | Independent Practice |
| Provides distributed practice to ensure retention of skills Plans short practice session Includes limited number of practice items | from the Step It Up homework page for this lesson). | Independently engaging with a meaningful activity Developing automaticity and fluency of the concepts, skills, tasks, |