Ms. Hunter's Skill & Drill	**Ruth's EASyR Lesson**
#1 "**Stated objectives** – Letting students know where they are going."	#1 - Every student teacher evaluates and summarizes math tricks that make it easy to remember helpful patterns in learning times tables. **Analysis:** Teacher facilitates professional development online discussion with the following prompts: "Break down or **analyze** math patterns into at least 3 multiplication tricks you can teach your students to make it easier for them to memorize their times tables:"
	Student teachers present multiplication tricks on the discussion board, along with **analysis** of math patterns, such as: 0's creates 0 no matter what; 1's creates itself no matter what' 2's always create even numbers and you can count by 2's a certain number of times to arrive at the product; 3's, 6's & 9's always create a product whose numerals added together are a multiple of 3, 6, and 9; 5's always end in 5 or 0 and can be used to count as with 2's; 10's always end in 0 and can be similarly used to count as with 2's and 5's; 11's up to 9 times replicate themselves, as in 11, 22, 33, 44 and so on.
	Re-direct: Make up or adapt another multiplication trick to teach your students. Extend: Make sure you explain what the patterns are in your tricks that make them work, and include a comment on the beauty of math!
#2 "**Anticipatory Set** – Getting students ready and/or excited to accept instruction."	#2 - Student teachers discuss, reflect and analyze fun times tables lesson for their students. **Synthesis:** Discussion Board Prompt: "How can you present times tables as fun lessons for your students?"

	Re-direct: What are some of your own experiences having fun with times tables, or, failing that, math in general? Extend: Can times tables be fun? How or not?
	Students teachers present and **evaluate** ideas – new and tried and tested – for making such math instruction and pattern breakdown fun for their students! Ideas include kinesthetic F2F math games and online, age-appropriate math programs.
#3 "**Input Modeling/ Modeled Practice** – Making sure students get it right the first time" as modeled by students and teachers with knowledge and/or mastery of subject	#3 – Student teachers create, record, and model fun ways to learn times tables. Students teachers create (**synthesize**) videos that model fun ways for their own students to use, explore, and learn multiplication tables.
#4 "**Checking Understanding** – Teachers watch students' body language, ask questions, observe" to ensure students understand what is being modeled.	#4 – Student teachers discuss and evaluate ways to ensure their students learn times tables. **Evaluate:** Prompt: After they have watched and listened to your video, how will you ensure their understanding and grasp of the times tables? Re-direct: How will you teach them times tables? Extend: How will you make sure your students are actually memorizing their times tables?
#5 "**Guided Practice** – . . . Students are given the opportunity to apply or practice what they have just learned and receive immediate feedback . . ."	#5 – Student teachers analyze and evaluate online practice and corrective feedback models. Prompt: **Analyze** 2 different online models for your students to use to correctly learn, practice, and memorize their times tables. Re-direct: **Analyze** 2 F2F models as above, this time including 3 F2F feedback models.

	Extend: **Evaluate** how students are learning their times tables in both your online and F2F models; include **analysis** of corrective feedback models.
#6 "**Independent Practice** – After students appear to understand the new material they are given the opportunity to . . . practice using the new information.	#6 – Student teachers develop online practice and presentation models for their students. **Synthesis**: Develop an online practice drill whereby students practice all their times tables. Include corrective feedback mechanism. Also include a mechanism where they can show off what they have learned as a game.
	Student teachers create a game of Online Round-Robin Wiki – Multiplication Style where their students ask each other and answer, as quickly as possible, a simple multiplication problem up to 12 X 12; the next student answers it on the wiki and asks the next student a new multiplication question, and so on.
#7 **"Closure** – Bringing it all to a close . . . . What did they accomplish? What did they learn? Go over it again."	#7 – Student teachers reflect on their experiences adapting F2F times tables lessons to eLearning models**.** **Reflection**: Write at least one page about your experiences of learning to adapt F2F techniques of teaching times tables to online techniques and post it to Dropbox. **Collective Reflection**: Everyone post on discussion board: Is the creative element necessary for students to learn their times tables online? How/why or not?