Introduction:
This lesson plan is intended for third grade. However, it can be modified to any grade level. This lesson is a whole language approach to the story "Carlos and the Cornfield" by Jan Romero Stevens (a story in English and Spanish). The content area targeted will be Math (multiplication). The rationale behind doing the lesson in this area, using this specific book, was that we know that students with specific learning disabilities in the area of math tend to have a lot of difficulties with multiplication. It can be a concept this is rather problematic for some students. The reason we picked this story is because in the story of "Carlos and the Cornfield" Carlos is asked to plant corn seeds in rows on the cornfield. We thought that bringing a story into specific math concept would allow students to make connections with language as well as math skills. In the co-teaching arrangement, the teacher with the math expertise would be the primary instructor. The other teacher would circulate to collect information on students’ performance or to offer help to students.

State Standards:
1. Relate information using mathematical applications such as multiplication
2. Apply the process of multiplication by providing a model

Behavioral Objectives:
1. Students will be able to compute multiplication facts when given a multiplication worksheet with a diagram of Carlos' Cornfield with 80% accuracy.
2. Student will be able to transfer mathematical information to diagram of a cornfield with 80% accuracy.

Anticipatory Set:
Teacher: Students I would like to read you a story that I think you will like! This story is called "Carlos and the Cornfield". How many of you like to eat corn on the cob? How many of you like to eat tortillas or tamales? Well, today we will be learning how we get tortillas, corn on the cob, and tamales. We get all these wonderful things by planting corn seeds into the ground and harvesting it to make these delicious things.

Teacher Input:
T-“Today students we will listen to the story ‘Carlos and the Cornfield.’”
T-“I will read you this story both in English and Spanish and I want you to listen to it very carefully.”
T-Teacher reads story to entire class, stopping along the way to check for comprehension and discussion.
T-“How many of you liked this story? Very good!”
T-“Can some of you tell me reasons why you liked it.”
T-Teacher listens and observes students give reasons.
T-“Very nice students.”
T-“Lets now go back to the part in the story where Carlos is planting the corn seeds in the rows in the cornfield.”
T-“Can someone tell me how many seeds of corn did Carlos's Father tell him to plant in each hole?”
T-“Very good, Carlos was told to plant only three seeds of corn per hole.”
T-“Did Carlos follow his Father's instructions?”
T-“That's right, Carlos disobeyed his Father and planted many corn seeds in each hole.”
T-“So students, lets suppose if Carlos did indeed follow his Fathers instructions, then, if there were four rows in the cornfield and Carlos was supposed to plant three corn seeds in each hole and he dug out six holes per row, how can we solve this math problem?”
T-Teacher then goes to the board in front of class and makes a diagram of one cornfield row. Teacher then marks where corn seeds need to be planted.

**Modeling the Behavior:**
1. Student's listen to teacher's directions.
2. Students participate in discussion and answering questions
3. Students raise their hands to let teacher know they liked the story.
4. Some students say they liked the story because it was both in English and in Spanish. Others say they liked the story because they have cornfields where they live. Others say they liked the story because they know how to plant corn and they have helped their family as well.
5. Students respond to Carlos having to plant three corn seeds in each hole.
6. Students tell the teacher that Carlos does not follow his Father's instructions.
7. Students pay attention to teacher demonstrating the diagram on board.

**Check for Comprehension:**
Teacher is checking for comprehension in the following manner:
1. Listen and observes if students are listening to the story "Carlos and the Cornfield"
2. Teacher asks questions, and checks if students are understanding main ideas, details, plot, sequence of events, and conclusions
3. Teacher checks if the students are following the diagram and doing the work correctly
4. Teacher may even use "Tortilla Wheel" for the three multiplication facts as an assessment, Corn on the Cob math, or multiplication fact sheets.

**Guided Practice:**
T-“Students, we are going to take this diagram and figure out just how many corn seeds Carlos should have used in the cornfield rows.”
T-“Lets look at the diagram and first see how many seeds need to go in each hole (3).”
T-“I want you to add the total corn seeds in each row and write your response next to the row.”
T-“Very good boys and girls, the total corn seeds would be 18.
T-“Next, I want you to do this for all four rows.”
T-“Then, we will check your work once you are done figuring the amount of corn seeds needed for all four rows.”
T- “If you have trouble figuring out your three multiplication facts, you may use your ‘Tortilla Wheel’, Corn on the Cob math, or your multiplication fact sheets.”
Independent Practice:
Students would take this time to try working on the assignment that was given to them. This is the appropriate time when the co-teacher would be circulating to collect information on students’ performance or to offer assistance to students. Students would have all the available materials and manipulatives needed.

Closure:
Teacher would walk around with the cooperative teacher and monitor students and their work. Teachers will provide the assistance students need, give immediate feedback and provide reassurance.

Assessment:
Teacher would utilize the time right after this activity to correct the multiplication assignment with the students to provide the students immediate feedback on their performance. The co-teacher would also provide useful information on possible students that may have had difficulties with this task and they would have been addressed immediately.

Materials:
Pencils (Large)
"Carlos and the Cornfield" Diagram
"Tortilla Wheel"
"Corn on the Cob" Math
Book "Carlos and the Cornfield"
Multiplication fact sheets

Modification for Students with Disabilities:
1. Additional time
2. Calculator
3. Self-check "Corn on the Cob" math
4. Touch math Diagram
5. Actual realia "Corn Seeds" for manipulatives
6. Multiplication fact sheets for reference

Technology Integration:
1. Calculator
2. "Carlos and the Cornfield" Video