

**Shoemith School  
Content Lesson Plans**

Name: Tossi

Grade: 3

Week of: 3/18 to 3/22

Monday	CCSS addressed: SWBAT ( <b>use performance descriptors</b> ): 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Content Area</b>	Math
<b>Focus of Lesson</b>	Students will be able to multiply with the number 9 as a factor
<b>Demonstration (Teacher explicitly shows the students what you want them to do)</b>	Warm up. Chart and hand trick.  Teacher will model and explain how to play Pictionary with multiplying the number 9 as a factor.
<b>Guided Practice (teacher and the students work together)</b>	9 as a factor hand-out with arrays.  Teacher will create a Pictionary drawing and students will identify the math problem and product.
<b>Independent Practice (students work alone)</b>	Quiz and SF p220-221  Students will play pictionary with multiplying the number 9 as a factor using whiteboards
<b>Opportunities to Collaborate</b>	Students may help others in their group as needed.
<b>Homework</b>	9 as a factor sheet.
<b>Assessments (teacher finds out what the students know and don't know)</b>	Teacher will assess student responses on independent practice.
<b>Differentiation</b>	Borderline students: Individualized teacher and peer support. Extended time, shorten assignment as needed. Accelerated students: Critical thinking question upon completion of work.

Tuesday	CCSS addressed: SWBAT ( <b>use performance descriptors</b> ): 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Content Area</b>	Math

<b>Focus of Lesson</b>	Students will be able to multiply with 3 as factors using known facts
<b>Demonstration (Teacher explicitly shows the students what you want them to do)</b>	Warm-up. Notes on S using known facts (add $2 \times 4$ and $1 \times 4$ to get $3 \times 4$ )  Students will use counters to give them kinesthetic perspective of adding $2 \times 1$ and $1 \times 4$ to get $3 \times 4$ . Other examples will be used to reinforce this and non-examples will be used to ensure students are comprehending how to multiply by 3.
<b>Guided Practice (teacher and the students work together)</b>	3s handout. SF p.240
<b>Independent Practice (students work alone)</b>	Quiz and Independent practice on SF p241
<b>Opportunities to Collaborate</b>	Students may help others in their group as needed.
<b>Homework</b>	3 as a factor worksheet
<b>Assessments (teacher finds out what the students know and don't know)</b>	Teacher will assess student responses on independent practice.
<b>Differentiation</b>	Borderline students: Individualized teacher and peer support. Extended time, shorten assignment as needed. Accelerated students: Critical thinking question upon completion of work.

Wednesday	CCSS addressed: SWBAT (use performance descriptors): 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Content Area</b>	Math
<b>Focus of Lesson</b>	Students will be able to multiply with 4 as a factor using known facts.
<b>Demonstration (Teacher explicitly shows the students what you want them to do)</b>	Warm up. Notes on using 4 as a factor and looking at the pattern of products.  teacher will show students that they can double the product of a number which has a factor of two to help them multiply with four as a factor. (i.e. $2 \times 4 = 8$ – double 8 ( $8 + 8$ ) to get $4 \times 4$ ).
<b>Guided Practice (teacher and the students work together)</b>	SF p. 242
<b>Independent Practice (students work alone)</b>	Quiz and SF p.243  students will do
<b>Opportunities to Collaborate</b>	Students may help others in their group as needed.
<b>Homework</b>	Multiplication review.

<b>Assessments (teacher finds out what the students know and don't know)</b>	Teacher will assess student responses on independent practice.
<b>Differentiation</b>	Borderline students: Individualized teacher and peer support. Extended time, shorten assignment as needed. Accelerated students: Critical thinking question upon completion of work.

Thursday	CCSS addressed: SWBAT ( <b>use performance descriptors</b> ): <b>3.NBT.3</b> . Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Content Area</b>	Math
<b>Focus of Lesson</b>	Students will be able to multiply with 6 as a factor using known facts.
<b>Demonstration (Teacher explicitly shows the students what you want them to do)</b>	Warm up. Notes on using 4 as a factor and looking at the pattern of products.
<b>Guided Practice (teacher and the students work together)</b>	SF p. 244
<b>Independent Practice (students work alone)</b>	Quiz and SF p.245
<b>Opportunities to Collaborate</b>	Students may help others in their group as needed.
<b>Homework</b>	Multiplication review.
<b>Assessments (teacher finds out what the students know and don't know)</b>	Teacher will assess student responses on independent practice.
<b>Differentiation</b>	Borderline students: Individualized teacher and peer support. Extended time, shorten assignment as needed. Accelerated students: Critical thinking question upon completion of work.

Friday	CCSS addressed: SWBAT ( <b>use performance descriptors</b> ): <b>3.NBT.3</b> . Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Content Area</b>	Math
<b>Focus of Lesson</b>	Students will be able to multiply with 7 and 8 as factor s using known facts.
<b>Demonstration (Teacher explicitly shows the students what you want them to do)</b>	Warm up. Notes on using 7 and 8 as factors and looking at the pattern of products.
<b>Guided Practice (teacher and the students work together)</b>	Review doubling strategy. On using doubling to multiply with 8 as a factor. Use 5s and 2s or 3s and 4s to find 7s. Use the doubling strategy to find other squares. SF p. 246
<b>Independent Practice (students work alone)</b>	Quiz and SF p.247
<b>Opportunities to Collaborate</b>	Students may help others in their group as

	needed.
<b>Homework</b>	No homework
<b>Assessments (teacher finds out what the students know and don't know)</b>	Teacher will assess student responses on independent practice.
<b>Differentiation</b>	Borderline students: Individualized teacher and peer support. Extended time, shorten assignment as needed. Accelerated students: Critical thinking question upon completion of work.



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