

**Melody School
Lesson Plans**

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5/21/13

Tuesday	CCSS addressed: SWBAT (use performance descriptors): 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 3.OA.3 Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Content Area	Math
Focus of Lesson	Students will successfully complete a word problem, with a focus of multiplying by a 2-digit number.
Demonstration(Teacher explicitly <u>shows</u> the students what you want them to do)	Teacher will explicitly think aloud, present examples, and present non-examples of multiplying by single and two-digit numbers. Teacher will do this using manipulatives, an array drawing, and abstractly with numbers.
Guided Practice(teacher and the students work together)	Teacher and students will think aloud, discuss examples and non-examples of how to multiply by a two-digit number. Teacher and students will practice doing this using manipulatives, drawing an array, and abstractly with numbers.
Independent Practice(students work alone)	Students will work independently to complete two practice problems. The first problem will follow the same pattern as the instructor demo and guided practice and the second problem will be the word problem where students will apply their practice. Students can utilize strategies they learned to complete problems, e.g., manipulatives, drawings, or numbers.

<p>Opportunities to Collaborate</p>	<p>Students will be able to work in pairs to read the word problem and make clarifications on words in the story problem.</p>
<p>Assessments(teacher finds out what the students know and don't know)</p>	<p>Teacher will assess student comfort level with skill after teacher demo and guided practice using thumbs up, thumbs side, thumbs down. Teacher will assess independent practice.</p>
<p>Differentiation</p>	<p>Students will learn how to use manipulatives, drawings, and numbers to complete multiplication problems. Students will have the opportunity to utilize which strategy they feel most comfortable. Teacher will read story problem aloud first, then have students whisper read as a class, as well as make clarifications.</p> <p>Students who master work and complete early will be given challenge questions. A) What if your teacher promised you 10 bags of chips every day for 20 days, how many could you earn? B) If your teacher told you he would give you the same amount of chips every day for 20 days, and at the end had 60 bags, how many did your teacher give you every day? (4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison).</p>