

Fourth Grade Demo Lesson Plan October 15, 2014

<p>Unit Title: Whole Numbers: Multiplication and Division</p> <p>Lesson: Envision Topic 5: Number Sense: Multiplying by 1-digit Numbers. 5-3: Breaking Apart to Multiply.</p>	<p>Approx. time: 30</p>	<p>CCSS-M Standards: 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
<p>A. Focus and Coherence</p> <p>Students will know: Making an array with place-value blocks provides a way to visualize and find products. A 2-digit by 1-digit multiplication calculation can be broken into simpler problems: a basic fact and a 1-digit number times a multiple of 10. Answers to the simpler problems can be added to give the product.</p> <p>Students will be able to: break apart numbers and use arrays to multiply.</p> <p>Student prior knowledge:</p> <ul style="list-style-type: none"> • Distributive Property • Break 2-digit numbers into ones and tens • Array <p>Which math concepts will this lesson lead to? Place value understanding and properties of operations as strategies to perform multi-digit arithmetic.</p>		<p>B. Evidence of Math Practices</p> <p>Reason abstractly and quantitatively.</p> <p>Model with mathematics.</p> <p>Look for and make use of structure.</p>
<p>Guiding Questions(s): See below</p>		
<p>Formative Assessments Results: Quick Check Master 3 questions</p>		
<p>Anticipated Student Preconceptions/Misconceptions: Some students had difficulty solving the problems by any method. Some students had difficulty writing an explanation of problem 4 even though they demonstrated the ability to solve the problem. A few students demonstrated mastery of the standard and are ready for a greater challenge.</p>		
<p>Materials/Resources Intervention, On-Level, and Advanced Center Activities ELL sentence frame support</p>		
<p>C. Rigor: Conceptual Understanding, Procedural Skill and Fluency, and Application</p> <p><u>Warm-up</u> -No warm-up today</p> <p><u>Lesson:</u></p> <p>Set the Purpose/Connect: To reinforce and enrich students ability to multiply multi-digit numbers we will be working in groups today based on the Quick Check results from the previous day.</p> <p>Differentiated Instruction: Based on the number card that you were given when you entered the class, follow these instructions:</p> <ul style="list-style-type: none"> • Students with the numbers 27 (on-level) and 28 (ELL intervention) assemble into groups of 4 and follow directions on the Center Activity given. • Students with number 26 (advanced level) form a group and follow directions on the Center Activity given. • Students with number 25 (math intervention) come to the table to complete the Center Activity given. <p>Closure: How can you break numbers apart by place value to multiply?</p>		