Lesson Plans

These lesson plans were designed to use this unit for 20 days. They cover multiplication patterns and properties with 0-10 facts. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm-up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).

Repeated Addition with Equal Groups **LESSON PLAN : DAY 1**

OBJECTIVES	VOCABULARY	MATERIALS
• Students will identify and explore groups with equal numbers. • Students will be introduced to multiplication.	• Multiplication • Repeated Addition • Equal Groups • Multiplication	• Daily Word Problem • Multiplication Anchor Chart and Student Chart • Making Equal Groups Journal Activity • G.E.T. Mat with Making Group Cards • Playdough Repeated Addition • Play-Doh

WARM UP (5 MINUTES OR LESS)

FOUR DIFFERENT WAYS: Write the number 15,244 on the board. Using white boards, have your students divide them into four equal pieces. Then have them write the number four different ways (draw it out, expanded form, word form, place value chart. Review and discuss. Repeat with another number if time allows.

WHOLE GROUP LESSON (20 MINUTES)

Create a Multiplication Anchor Chart. Give each student a copy of the student anchor chart and a copy of the G.E.T. mat inside of a plastic sleeve. Today you will only be introducing equal groups and repeated addition. Before creating the chart, have them draw 3 large circles on their work mat. Explain that to learn multiplication, they must first know how to put objects into equal groups. Have them add a dot to each circle until you get to the number 12. Ask: How many dots are inside each circle? Add visual representation to your anchor chart. Then, show them how to create a repeated addition sentence based on their visual. I also like to demonstrate how repeated addition relates to multiplication. Add to the anchor chart.

For this process, I use the G.E.T. strategy. Groups x Each = Total. Groups represent the number of circles they drew on their work mat, they put 4 objects inside each group (4). The total is 12. **3 x 4 = 12**. Repeat with other numbers if time allows.

Complete daily word problem in student journal.

INDEPENDENT PRACTICE (10 MINUTES)

Give each student a copy of the Making Equal Groups Journal Activity (you could also have them draw this out in their journal by dividing their paper into 4 parts). I recommend doing the first 1-2 with them and then having them try the last 2 on their own. They will draw a representation of what is shown and then write the repeated addition sentence to match. If you want, you can also have them write the multiplication sentence to match as well.

SMALL GROUP LESSON (15 MINUTES PER GROUP)

Each student will need some Play-Doh (2 students can share), a pencil, and a copy of the Playdough Repeated Addition page. They'll create their groups out of playdough and use the eraser end of their pencil to create how many are in each group. Ex: 4 groups of 2. They'll create 4 playdough balls and flatten them out. Then they will add 2 dots with their pencil to each group. After they've created their visual, they will write the repeated addition sentence to match. Leave enough time for everyone to share with a partner and explain their equal groups.

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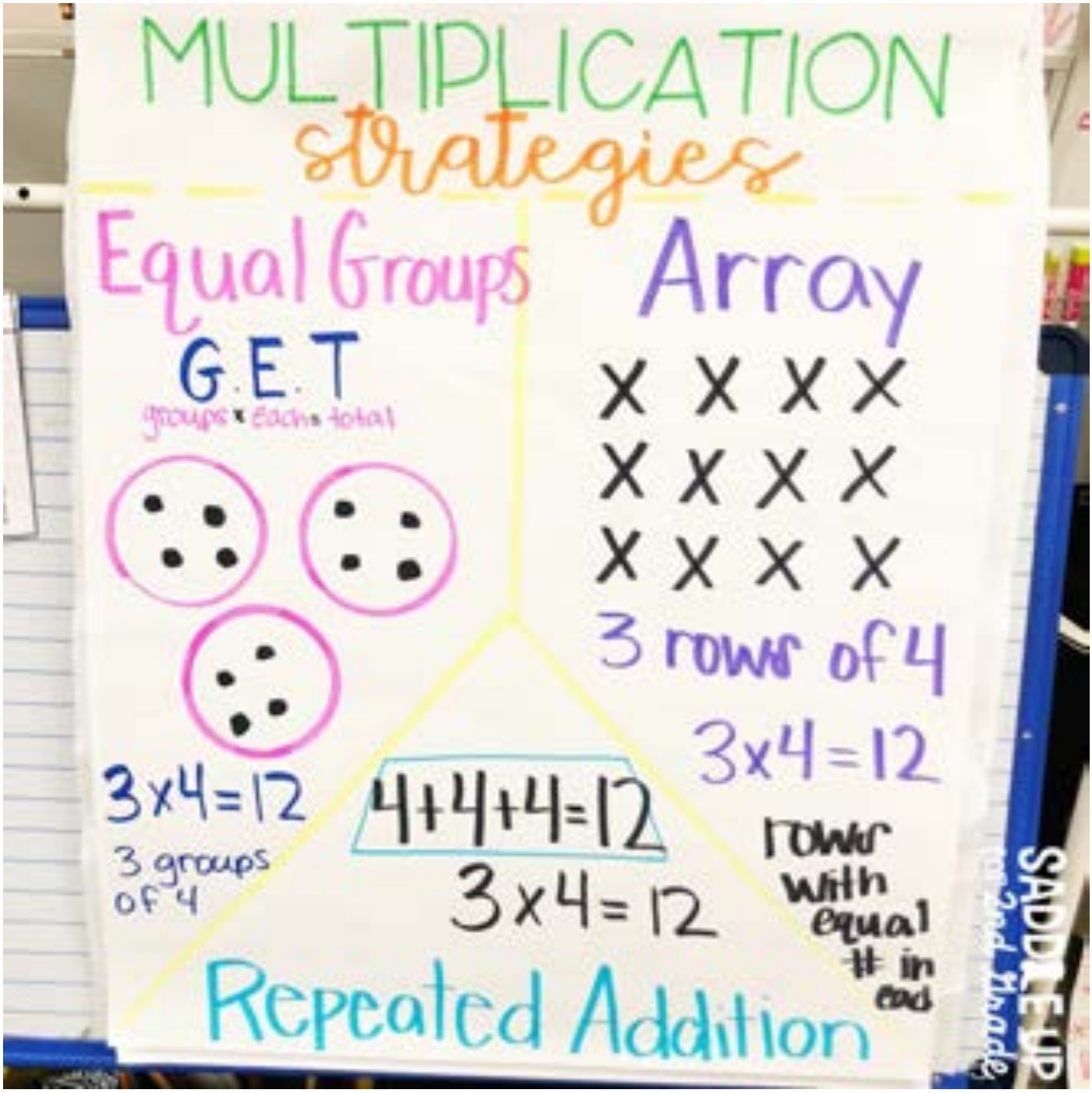
These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are also included and can be used all year long. You will not find many worksheets in this unit.

MULTIPLICATION ANCHOR CHART

This is an example of the anchor chart that you will create with your students.



Day 1

Whole Group

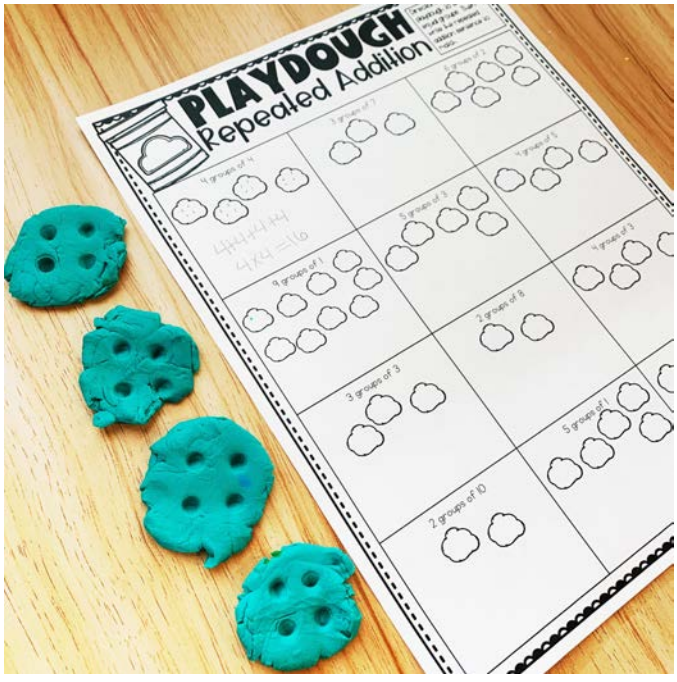
Introduce multiplication and repeated addition by creating a whole group anchor chart. Students will also create their own chart in their math journal.

Independent Practice

Using the Making Equal Groups activity, students will practice drawing groups and writing repeated addition sentences.

Small Group

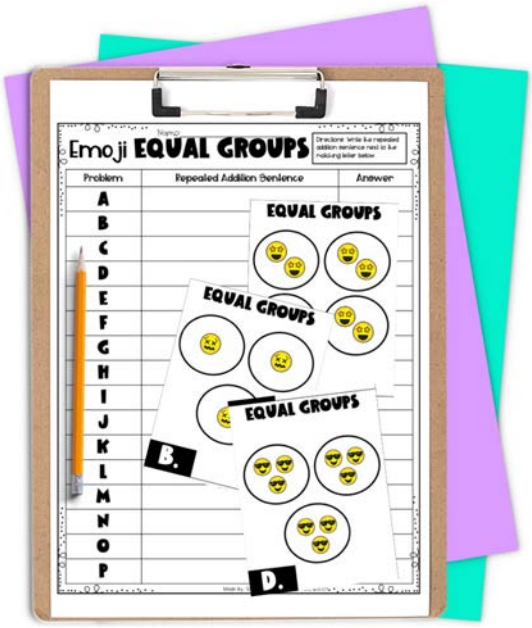
Students will create physical representations of equal groups using the Playdough Repeated Addition activity.



Day 2

Whole Group

Students will review repeated addition with equal groups using task cards.

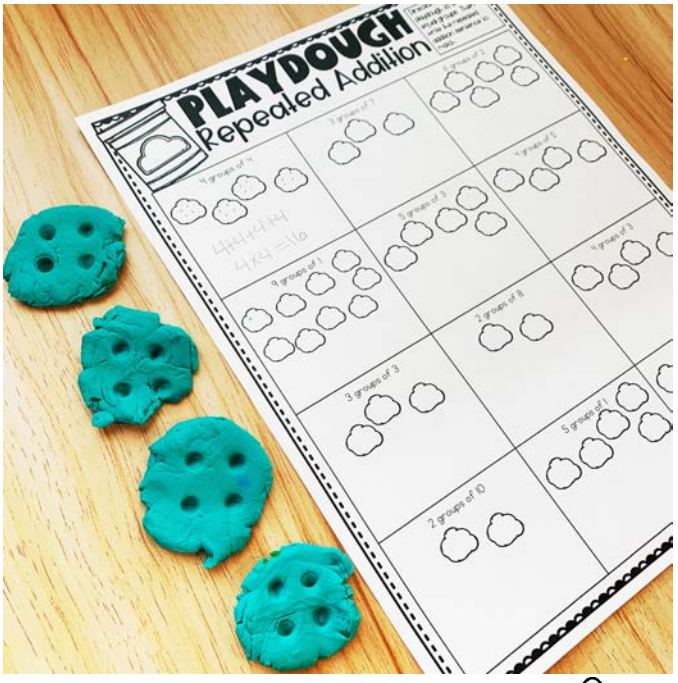


Independent Practice

Students will play Spin and Make Equal Groups to continue their practice with generating equal groups.

Small Group

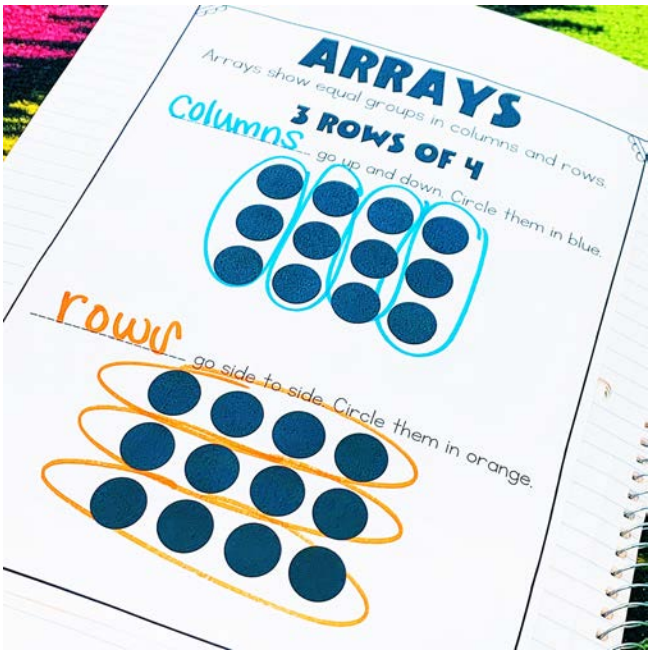
Students will create physical representations of equal groups using the Playdough Repeated Addition activity.



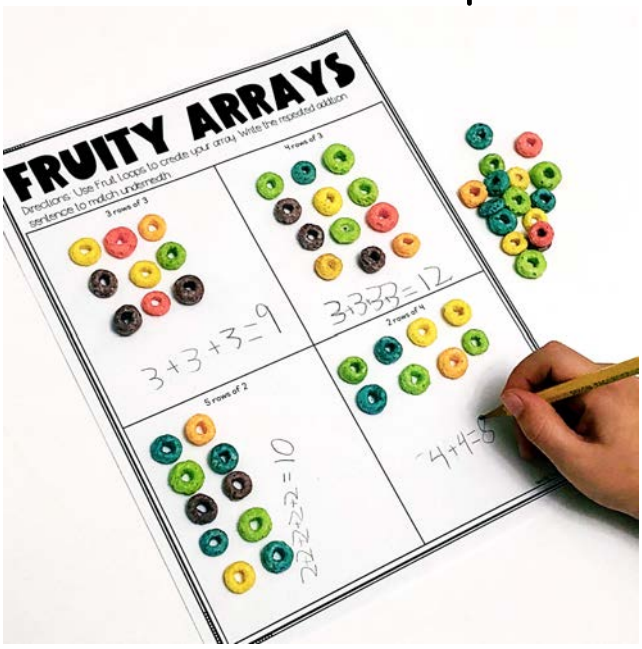
Day 3

Whole Group

Students will be introduced to arrays and will add information to their individual anchor chart.



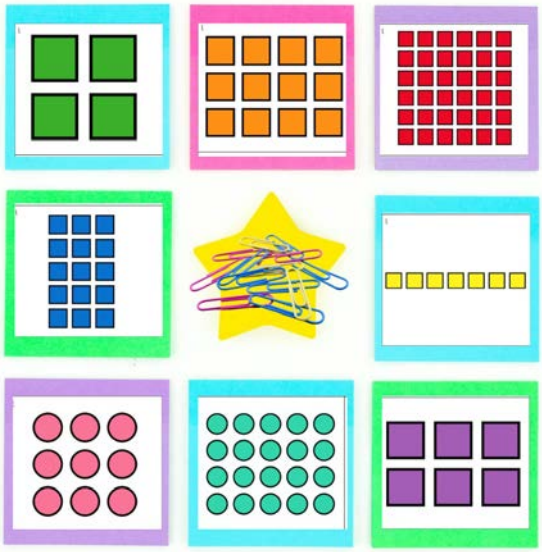
Independent Practice



Students will build arrays using Fruit Loops and the Fruity Arrays activity.

Small Group

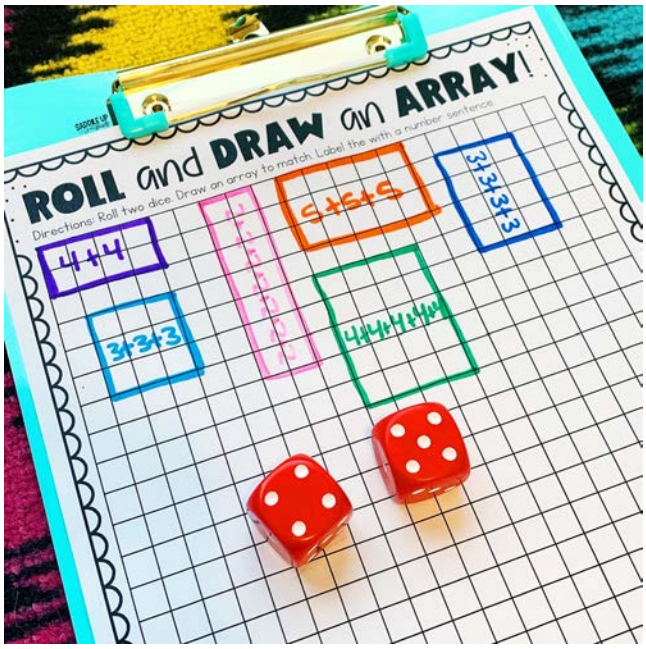
Practice identifying the columns and rows in arrays by playing Spot it and Mark it.



Day 4

Whole Group

The class will work together to create a t-chart sorting arrays by even and odd products.

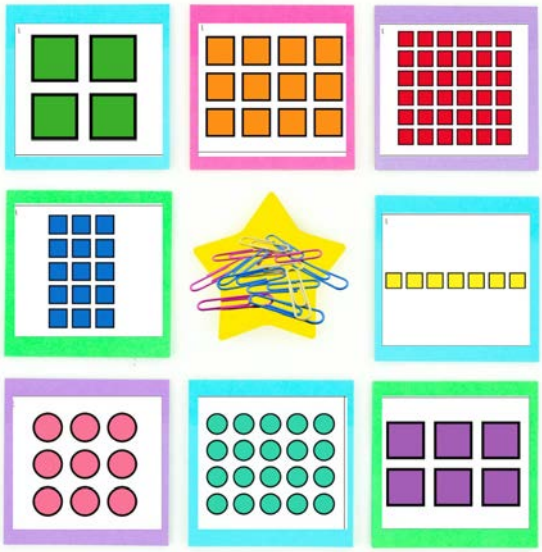


Independent Practice

Using the Roll and Draw an Array activity, students will create arrays to match the numbers they roll with dice.

Small Group

Practice identifying the columns and rows in arrays by playing Spot it and Mark it.



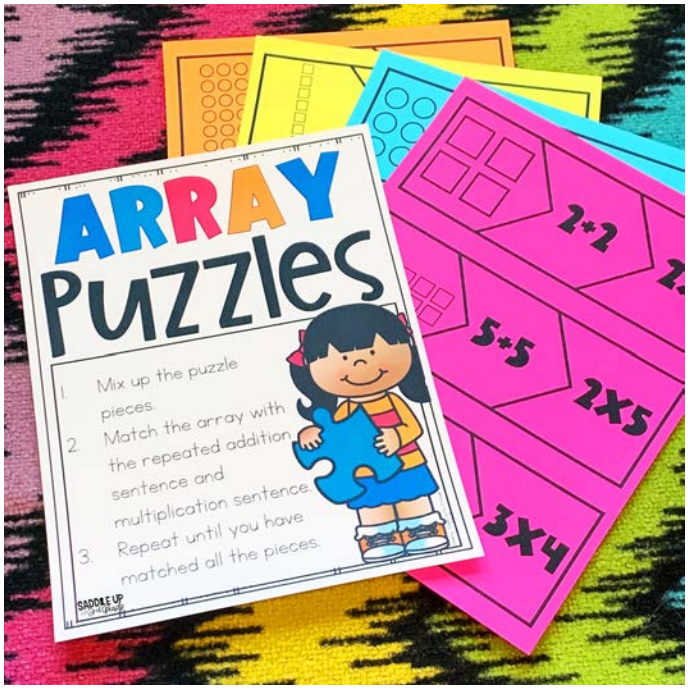
Day 5

Whole Group/Independent Practice

Students will review arrays by playing Array Bingo.

Small Group

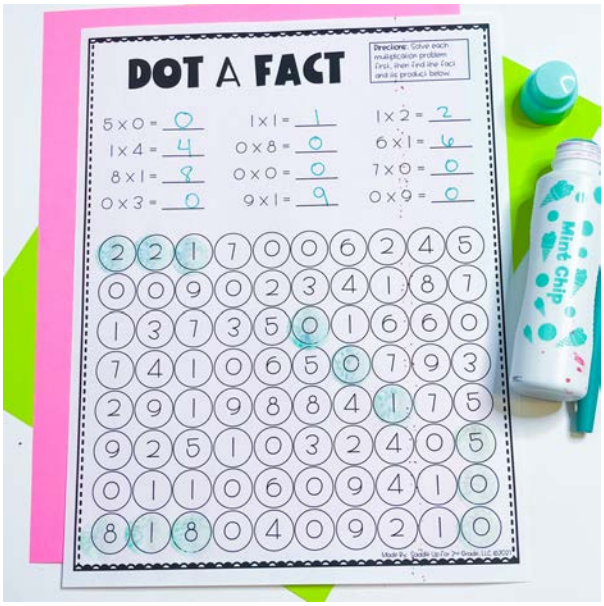
Students will complete array puzzles to identify the connection between repeated addition, arrays, and multiplication facts.



Day 6

Whole Group

Students will use dominoes to practice the commutative property of multiplication with multiples of 0 and 1.

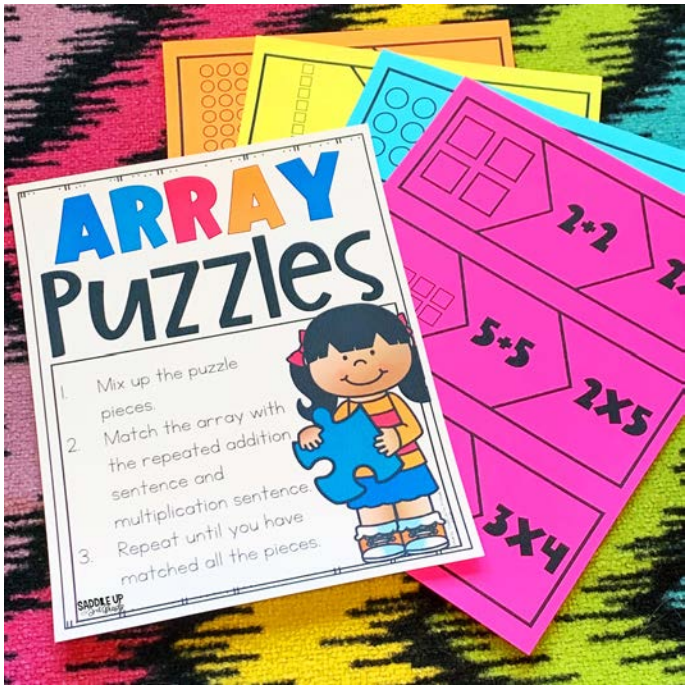


Independent Practice

Students will "Dot a Fact" after solving multiplication problems with 0 or 1 as a factor.

Small Group

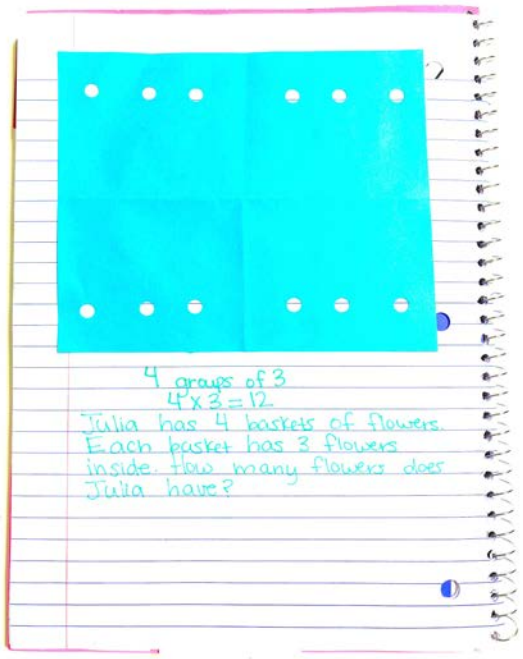
Students will complete array puzzles to identify the connection between repeated addition, arrays, and multiplication facts.



Day 1

Whole Group

Students will skip count 2's and 4's to identify patterns in their multiples.

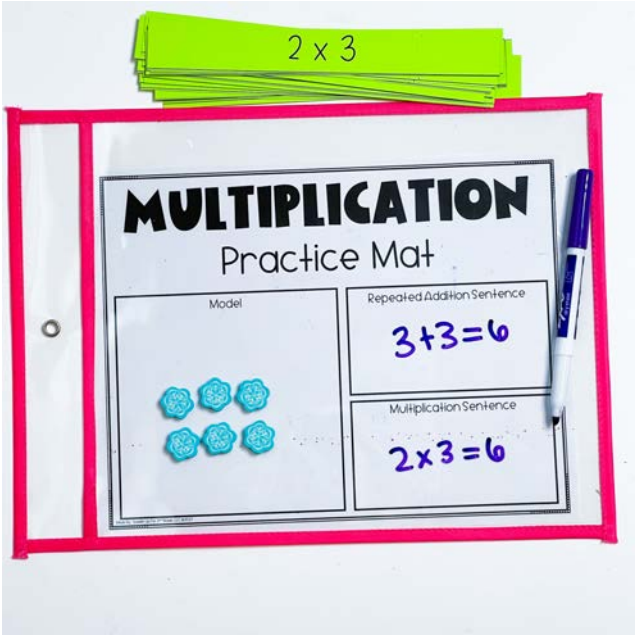


Independent Practice

Students will use a strip of paper and a hole punch to create 2's and 4's facts in their journal.

Small Group

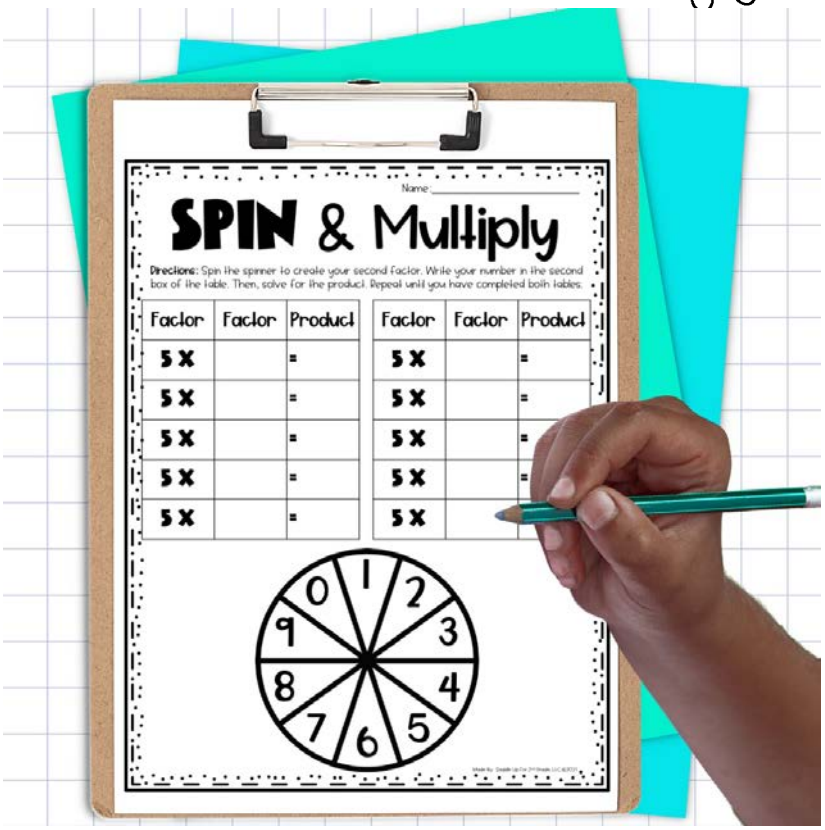
Students will use cubes and a work mat to create repeated addition sentences and accompanying multiplication sentences. They can use multiple strategies to solve for the product.

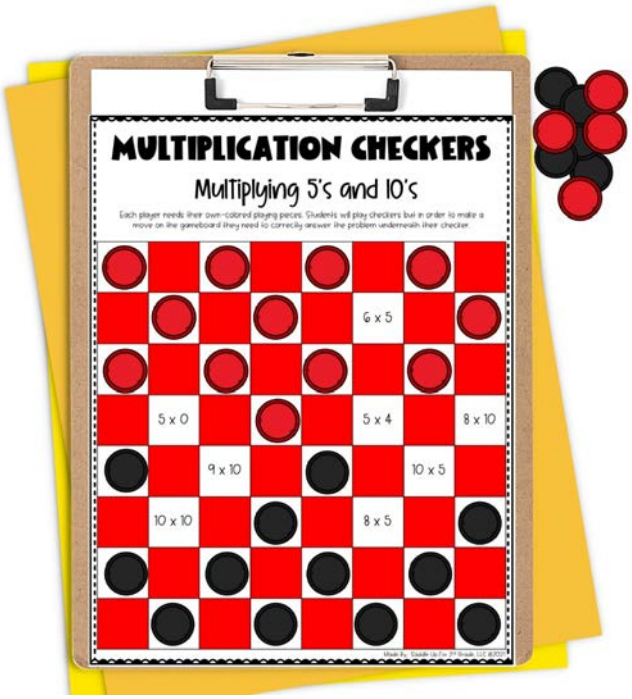


Day 8

Whole Group

Students will practice multiplying with the factors 5 and 10 by playing Spin and Multiply.



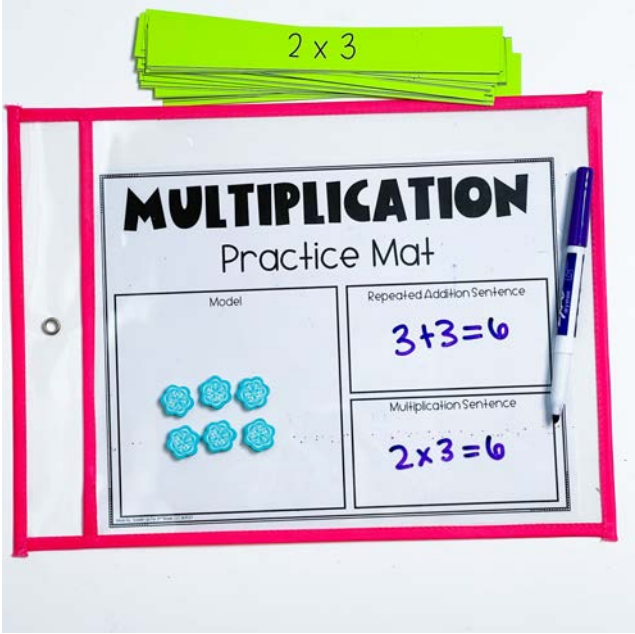


Independent Practice

Students will play Multiplication Checkers to practice multiplying with factors 5 and 10.

Small Group

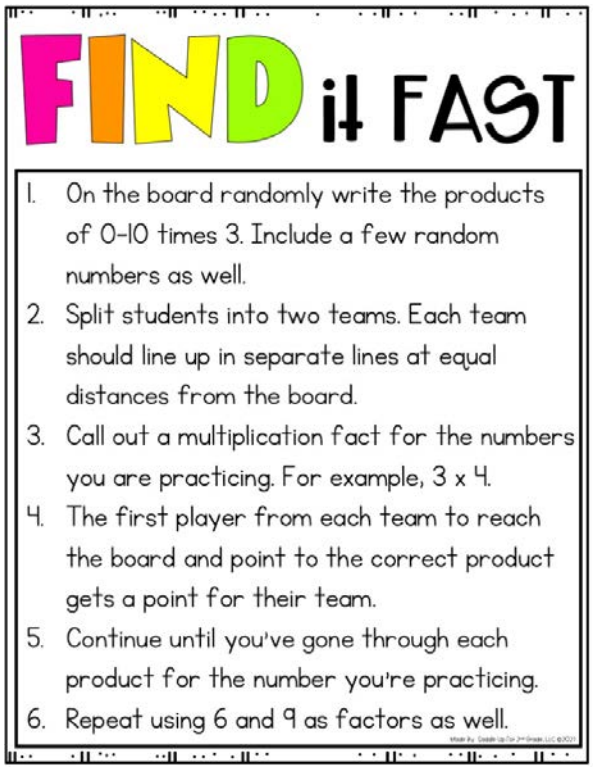
Students will use cubes and a work mat to create repeated addition sentences and accompanying multiplication sentences. They can use multiple strategies to solve for the product.



Day 9

Whole Group

Students will practice multiplication facts with 3's, 6's, and 9's by playing a game called Find it Fast!

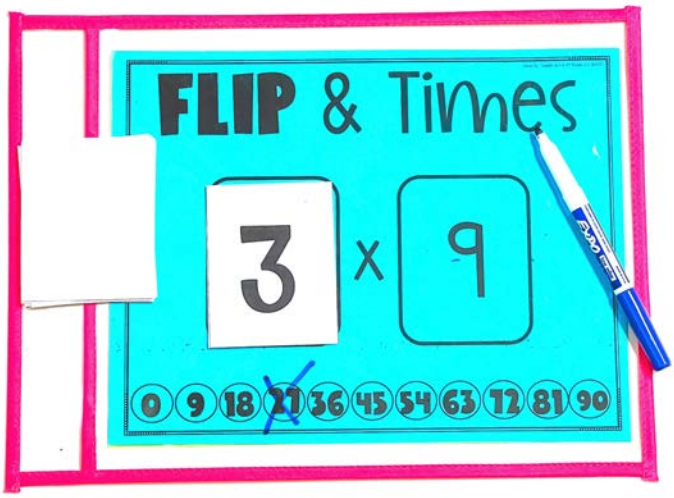


Independent Practice

Students will work together to solve the multiplication puzzles.

Small Group

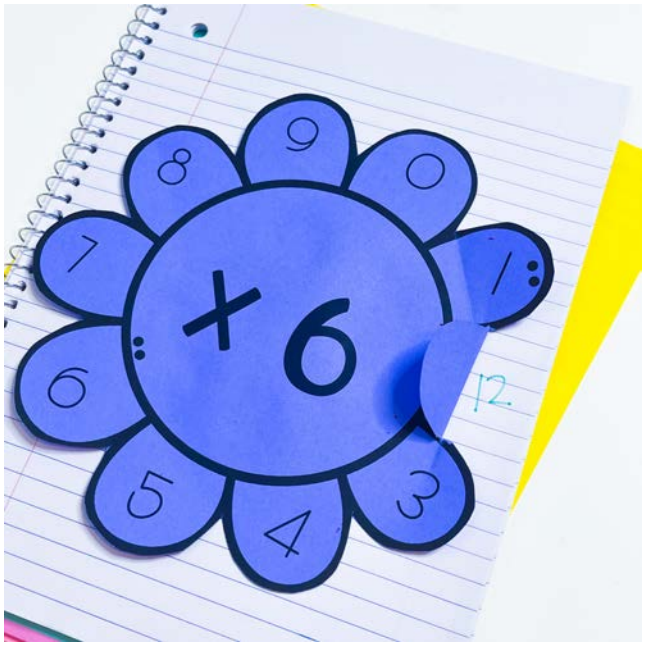
Students will use number cards and a work mat to practice multiplication facts.



Day 10

Whole Group

Students will create Flower Petal Products for x 3, x 6, and x 9. Then they will practice using the flowers to find products.

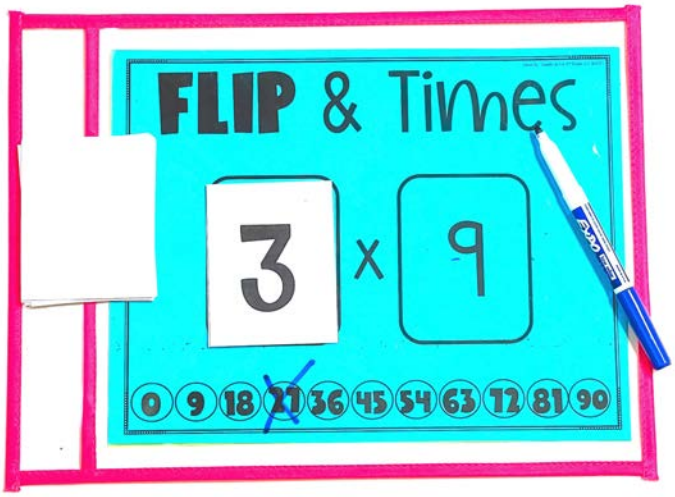


Independent Practice

Using pom poms, students will play Add & Multiply. They will drop their poms onto their Number Mat to create two factors. Then, they will multiply the factors to find the product using any strategy.

Small Group

Students will use number cards and a work mat to practice multiplication facts.



Day 11

Whole Group

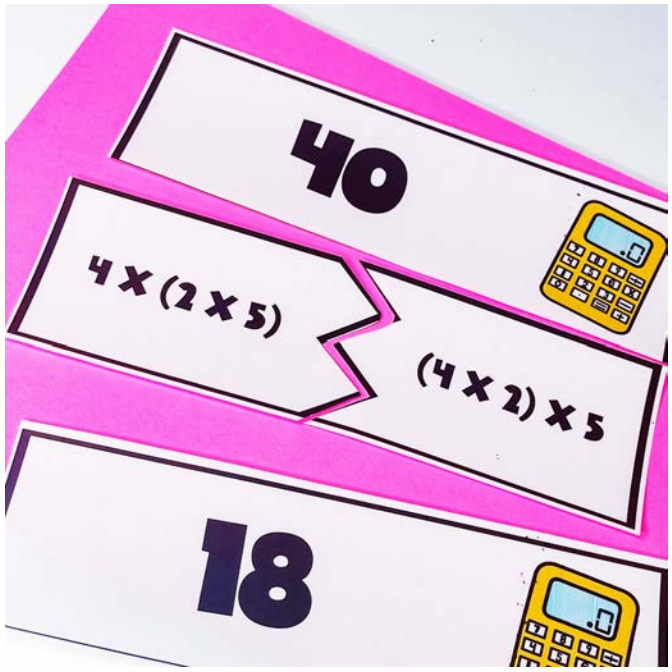
Students will use arrays to model the Commutative Property of Multiplication.

Independent Practice

Students will complete a flip flap activity in their journal writing the Commutative Property of Multiplication for given digits on dominoes.

Small Group

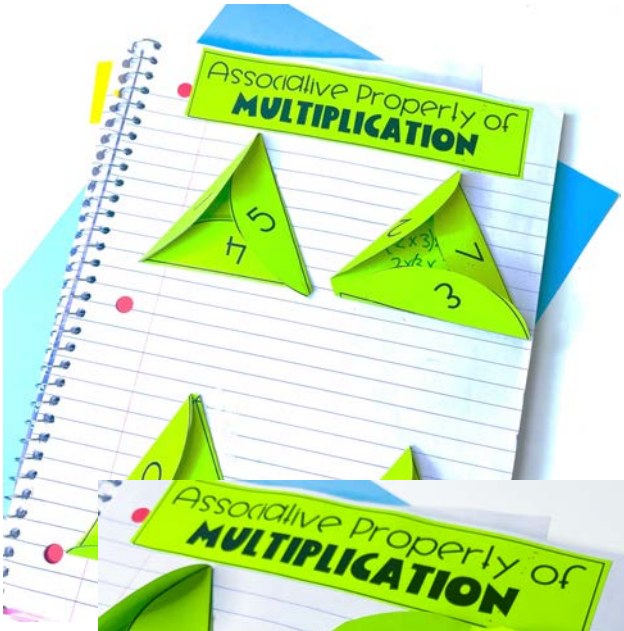
Students will complete Associative Property Puzzles.



Day 12

Whole Group

Students will create problems to represent the Associative Property using number cards.

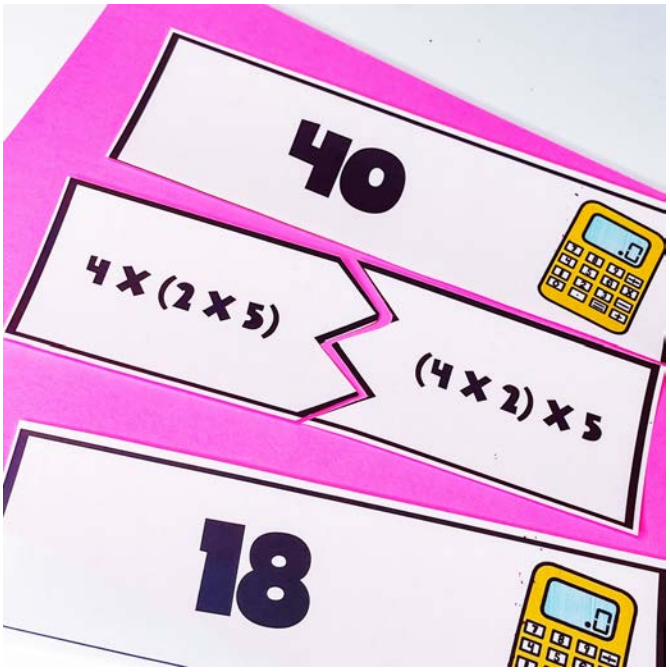


Independent Practice

Students will complete a journal activity creating problems using the Associative Property.

Small Group

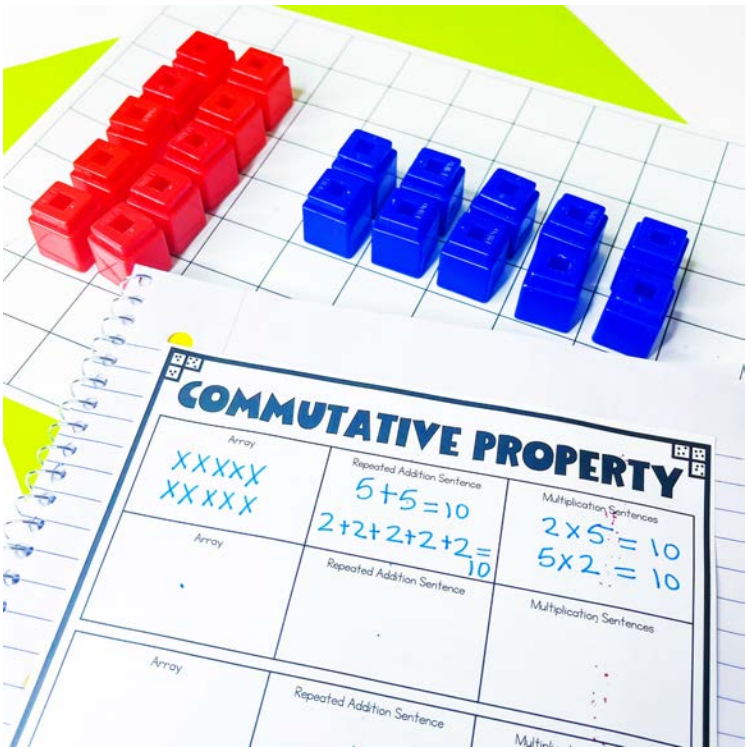
Students will complete Associative Property Puzzles.



Day 13

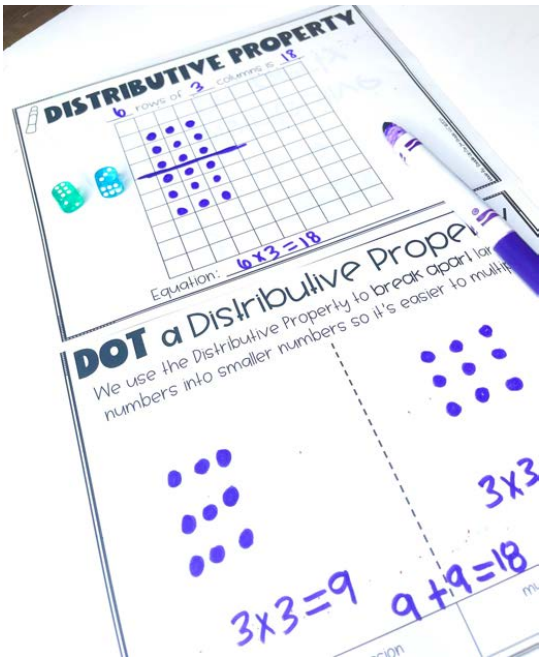
Whole Group

Students will model problems using the Distributive Property and counters on their desk.



dependent Practice

Students will model problems with a partner using the Distributive Property and counters on a work mat.



Small Group

Using bingo daubers, students will model the Distributive Property in their Dot a Distributive Property booklet.

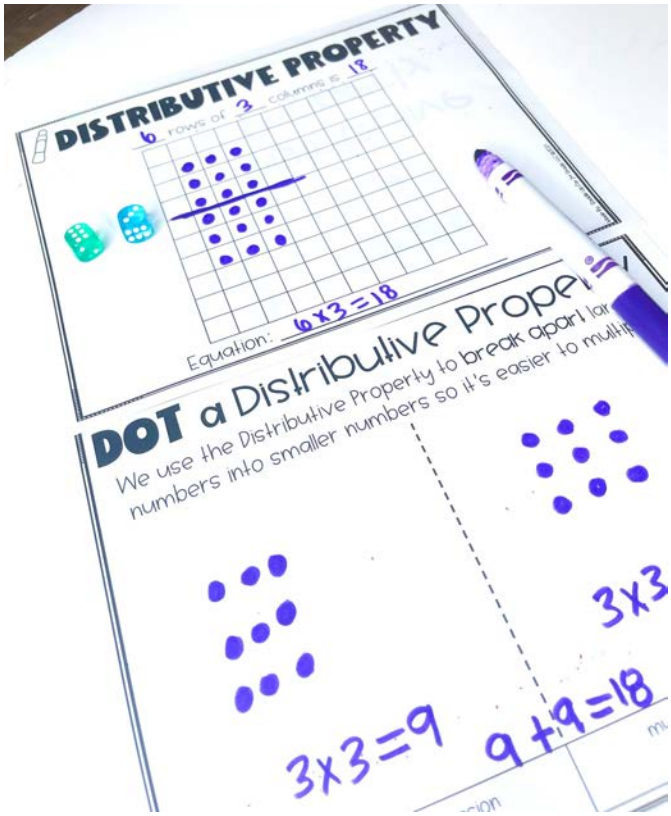
Day 14

Whole Group/Independent Practice

Students will practice Properties of Multiplication by playing a game with task cards and headbands (sentence strips and paperclips work well too.) They will pair up, identify the property, and solve the problem on their partners head. Repeat this process until all problems are solved.

Small Group

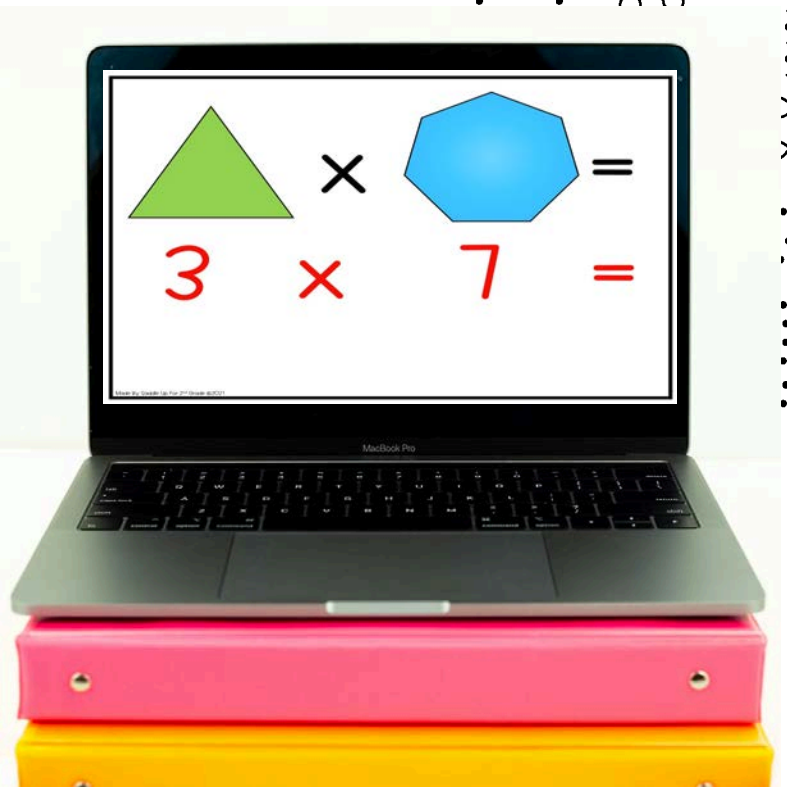
Using bingo daubers, students will model the Distributive Property in their Dot a Distributive Property booklet.

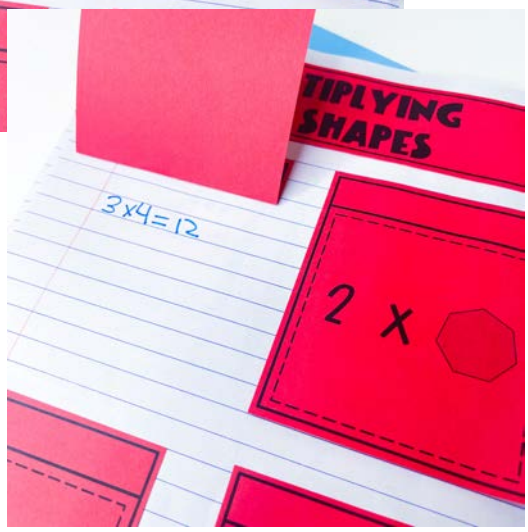


Day 15

Whole Group

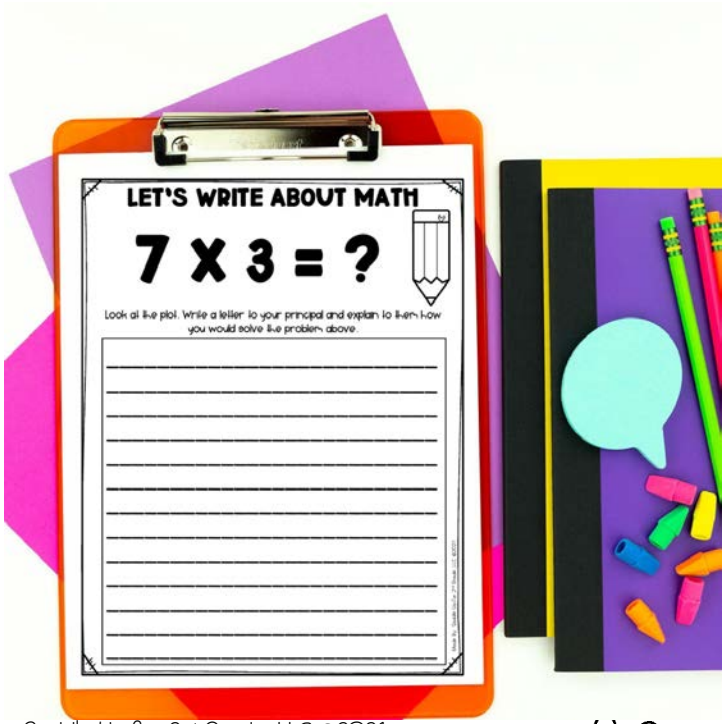
Students will practice multiplication with a PowerPoint using shapes and a work mat.





Independent Practice

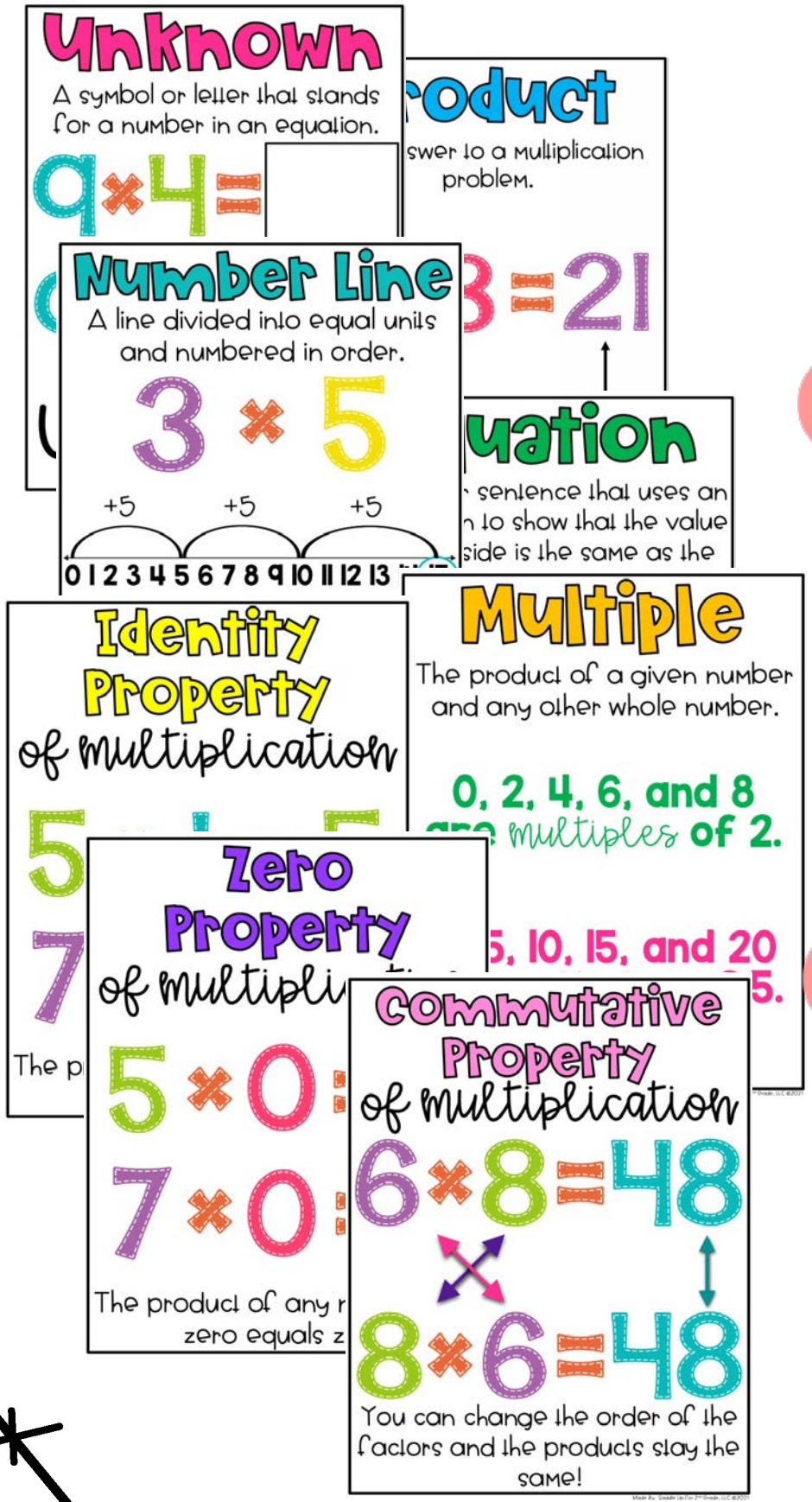
Students will complete a Multiplying 2-D Shapes Flip Flap in their math journal.



Small Group

Students will model multiplication problems by writing word problems about shapes.

Vocabulary Posters



- great visual for ELL learners
- display on a vocabulary wall or focus wall
- place on a ring for students to always reference

Pre-Assessments

These pre-assessments are absolutely optional. You will not see them included in the lesson plans. They are to be given prior to starting your next unit. Explain to your students that it is OK for them to not know the answers or how to do something. Here are some of the benefits for using pre-assessments in your class.

- What do your students already know?
- What do you need to spend most of your time focusing on when teaching and what can you briefly review and move on?

Mark your students results on the data graphing sheet. If they already understand a concept, place an x or checkmark in the boxes.

- Use this data to form your small groups.
- Use this data to plan your differentiated small group lessons.

There is also a post-assessment data sheet included after the assessment at the end of the unit.