**I. Content:** Describe what it is you will teach. What is the content?

In our fourth lesson, we will be working toward two essential question: (1) How can we do this multiplication fast? and (2) Does my answer make sense? Students will be working with familiar word problems but will be tasked to produce a reasonable response quickly. In order to do this, we will be employing the skip counting method of multiplication.

**II. Learning Goal(s):** Describe what specifically students will know and be able to do after the experience of this class.

- SWBAT skip count to solve a multiplication problem.
- SWBAT generate a reasonable response at a fast pace.

**III. Rationale:** Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

Our fourth lesson moves away from standard 3.OA.3 (listed below). Unlike the previous three lessons, we will not be modeling our answers using equal groups, arrays, number lines, or words. Instead, we will begin to address the secondary standard of my unit, 3.OA.7, by working on our fluency, precision, and immediacy of response to multiplication and division number sentences. In addition to addressing this content standard, the lesson will also address one practice standard, or habit of mind: (6) Attend to precision. Students will need to generate reasonable answers at a fast pace. That means they will need to use skip counting to find the correct answer in addition to mental math skills in order to determine whether their response is reasonable. This lesson incorporates literacy development by asking students to distill mathematical information from word problems in their rearranging Room 22 worksheet. We will further build our community of learners by cheering each other on as we all learn to solve these problems quickly and assess the reasonableness of our responses.

**IV. Assessment:** Describe how you and your students will know they have reached your learning goals.

- Students will be informally assessed through their participation and cooperation with fellow mathematicians during both the lesson’s activity and discussion.
- Students will be formally assessed by their performance on the pre- and post-Mad Minute.
- Students will be informally assessed on their fluency in the Fast Fact game.
V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

The strengths of individual students will be brought out and encouraged in several ways:

**High flyers** will have the reward of finishing quickly. Their skills will be put to the test when placed under the clock. Students who have an **IEP or 504** will benefit from the single step directions involved in the fast fact game. They will also be supported by the fast clip of the entire class, so long as they can use their own energy to stay on task. To support that, they will as always have preferential seating and repeated directions as necessary. **ELLs** will benefit from many of the same scaffolds as students on an IEP or 504. In addition to these strategies mentioned above, I will emphasize the need to use the correct vocabulary and to reference our organizer whenever necessary (especially *product* and *quotient*). Furthermore, ELLs who have the opportunity to work with fluent English speakers will have the chance to encounter this new domain specific academic vocabulary employed by their peers. Finally, ELLs will have to engage with the language at a faster pace, which may be overwhelming at first but good exposure in the long run. **Auditory** learners will benefit by the repetition of our new vocabulary and old strategies. They will also benefit from hearing their peers around them solve the Fast Fact problems. **Visual** learners are sure to benefit from the display on the board of the number sentences as well as their own personal white boards to write their ideas on. Finally, **kinesthetic** will be allowed to work in open spaces as is deemed appropriate.

VI. Activity description and agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00-0:10</td>
<td>I will guide the students in a Zen Counting style activity, where we skip count in the circle. We will write number sentences for our skip counting.</td>
<td>Students will skip count and generate number sentences for our skip counting.</td>
<td>Chart paper, Rug</td>
</tr>
<tr>
<td>0:10-0:15</td>
<td>I will provide students with a Mad Minute (pre).</td>
<td>Students will complete the Mad Minute (pre).</td>
<td>Mad Minutes, Pencils</td>
</tr>
<tr>
<td>0:15-0:35</td>
<td>I will prompt all students with a multiplication problem. I will ask the students to flip over their board when done. I will indicate when it is time to reveal their answers. I will check for understanding.</td>
<td>Students will use their white boards to skip count the multiplication problem. (5 x 4) Students will write each number involved in the skip counting (5, 10, 15, 20). They will flip boards over when done.</td>
<td>White Boards, Markers, ELMO</td>
</tr>
<tr>
<td>0:35-0:55</td>
<td>I will pass out their old Rearranging Room 22</td>
<td>Students will solve word problems using the skip</td>
<td>Worksheets</td>
</tr>
</tbody>
</table>
Students will struggle to skip count with higher numbers. Most readily skip count with fives, tens, and twos, but most struggle with all other numbers. As such, I will need to gradually build into larger numbers. Also, they will need to be reminded to check whether their answers make sense.

VII. List the Massachusetts Learning Standards this lesson addresses.

- **CCSS.MATH.CONTENT.3.OA.C.7**
  Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that \(8 \times 5 = 40\), one knows \(40 \div 5 = 8\)) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

VIII. Reflection

This lesson was really a disaster. As I mentioned in my math journal, this was mainly due to a miscommunication between Patty and I. That being so, I fully accept responsibility for this lesson being a train wreck. I thought that Patty wanted me to work review the problems we had gone over the previous day, but ask them to model their answer using an array, a number line, or equal groups. This diverted me, as you can probably tell, completely away from my fluency plan. In order to include some Best Practice, I embedded expert models and student contribution in the vein of the gradual release of responsibility. However, the task was really too repetitive for the students to really get into the assignment. Additionally, we had just completed our envelope activity, which involved quite a bit of collaboration, movement, and conversation. To move from this into completely independent and silent work was very difficult for the class. They seemed, quite honestly, bored.

In order to rectify this situation going forward, Patty and I had a long conversation about what my next LAP (which is also my round) will look like. To add to the disappointment of my failure of a lesson, Patty did not seem at all enthused about my round lesson. She must have noticed my visual heartbreak. Despite that, she gave me a flash of inspiration that I think will make for a much better round lesson. I want to thank her for remaining hopeful for me for the
rest of my lessons; usually I find it difficult to see the light in these sorts of situations. I know it’s silly to dwell so much on a single lesson, but we observe so much success that a dud can really bring me down.