

Lesson Plan for Amanda Bean C. Neuschwander

Thinking multiplicatively - laying the foundation for multiplicative reasoning

Learning Intention: **We are learning to identify groups of objects to make counting easier.  
We are learning to write equations to show my 'groups of' thinking.**

Core competency: **I can experiment with different ways of representing my learning.**

Before: Counting chanting by 2's. What do you hear? What do you think? What could we be talking about? What comes in twos? What always comes in 2's? Illustrate suggestions that student's offer (bike wheels, shoes etc.)

Count by 2's with students standing up front—two hands, two eyes etc.

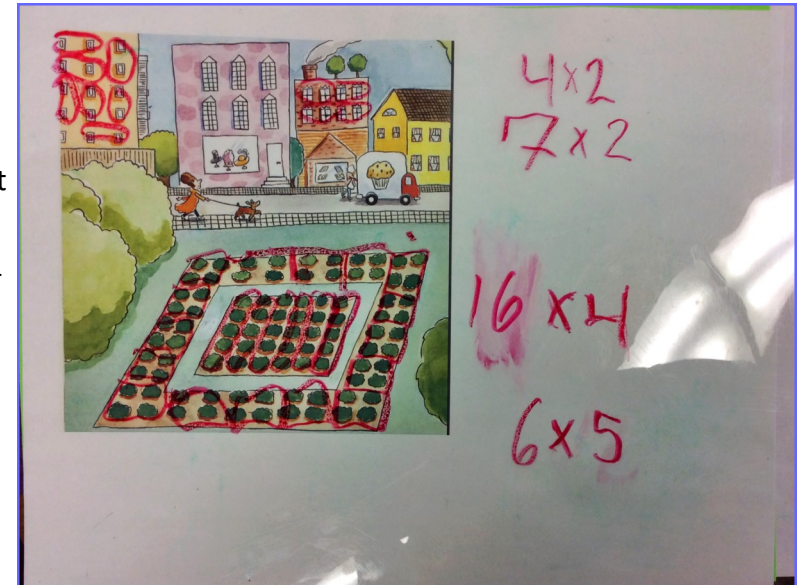
Counting chanting by 4's. What could we be counting? Legs, sides on a square, car wheels etc.

During: Offer the story context from Amanda Bean's Amazing Dream C. Neuschwander Post picture (refer to in story) of the bowl of popcorn; how would you count this amount of popcorn?

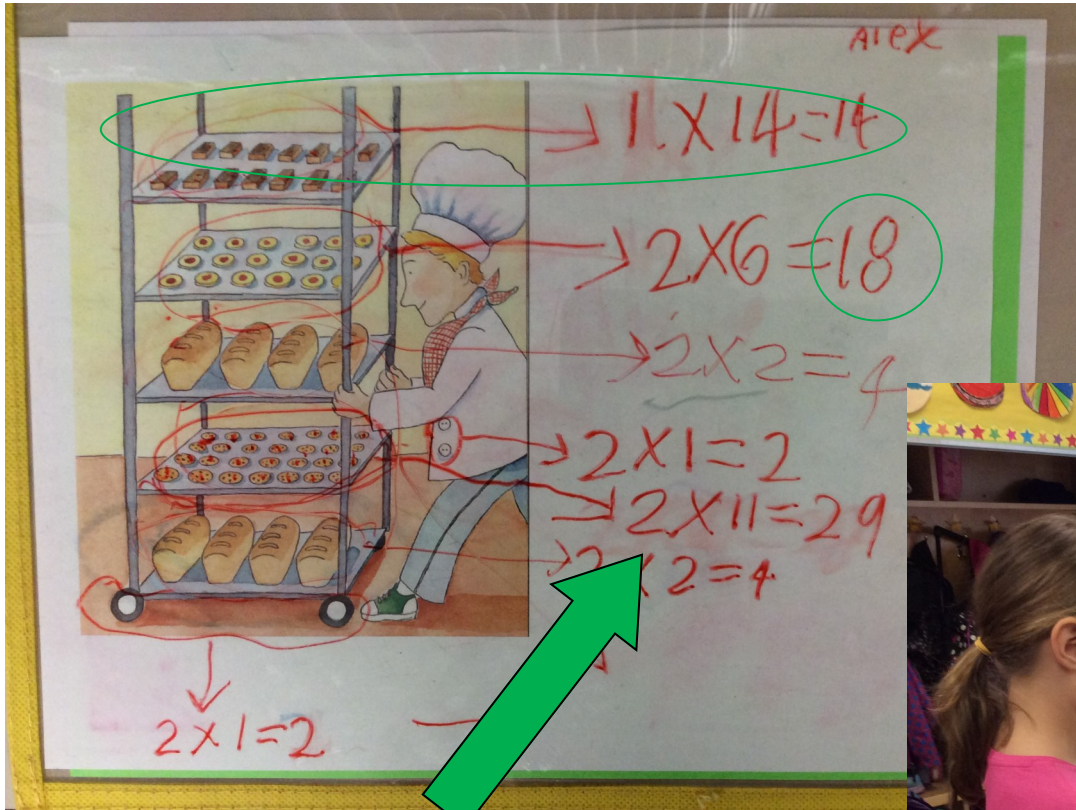
Read the story. When do you count in groups of? Sometimes we see rows geometrically as rows and columns, sometimes we see groups of.

Debrief/reflection:

Were you able to find models of multiplication that were geometric and 'groups of'? Show 3X3 in an array and by 'groups of'. Share thinking displayed on story mats.



Sample Story Mat

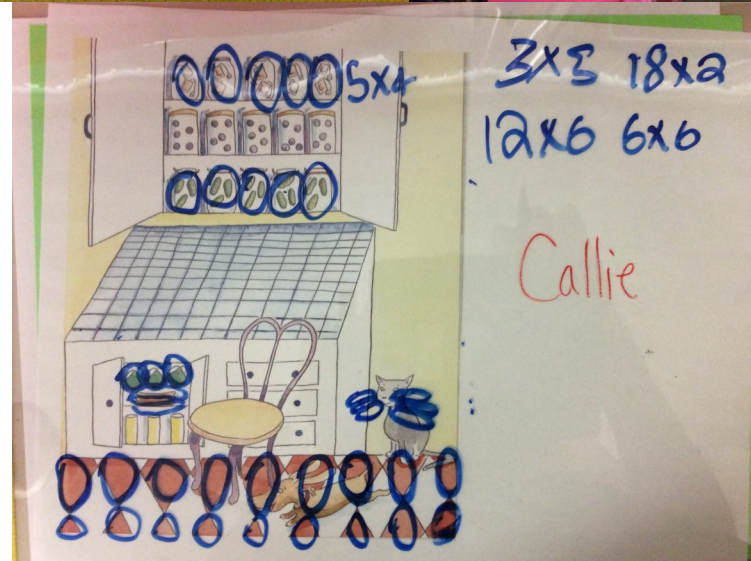


Learning task:

Experiment with ways to represent 'groups of' multiplicative thinking.



A little more work to be done. Pictorial representation allows students/teachers to clarify misunderstandings.



Pictures show a variety of thinking and representing thinking.

Skip counting multiples of 2 and 4.



*What I'm Looking For:*

I can experiment with different ways  
of representing my learning.



Wilf

*What I'm Looking For:*

I can experiment with different ways  
of representing my learning.





