

Grade 3	Lesson: 4-4 Writing Multiplicaiton Stories	Reference to English
Math Standard(s): 3.OA.3 also 3.OA.1, 3.OA.5		Domain: Operations and Algebraic Thinking
Content objective(s):		Language Objective(s):
Students will write math stories for given multiplication. <i>I can write math stories for given multiplication.</i>		Students will tell their neighbor the stories they wrote for given multiplication. <i>I can tell my neighbor the stories I wrote for the given multiplication.</i>
Essential Understanding: Some real-world problems involving joining or separating equal groups or comparison can be solved using multiplication.		Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none">Whiteboards, markers, erasersGuided and Independent practice		Additional Lesson Vocabulary:
Lesson:		Instructional Time:
<p>Opening: (5 minutes) T: "You have already learned how to use multiplication to solve problems. Today, you will learn how to write different stories for multiplication facts." T: "Let me tell you a story. As I tell you, please write the important information on your whiteboard. Kara and I baked 6 muffins per tin (pause). We baked 4 tins (paused). So we baked how many muffins in all (pause)? Write the multiplication sentence and answer on your board." S: will write $6 \times 4 = 24$ and show the teacher. T: "Lots of story problems are created in everyday life when we need to multiply."</p> <p>Introduction to New Material (Direct Instruction): (4 minutes) <ul style="list-style-type: none">Write 4×5 on the board T: "Those were awesome stories! Now, let's write one more story problem together." T: "We want to write what kind of story?" S: will respond, "multiplication story." T: "How many groups will there be?" S: will say, "there will be 4 groups." T: "How many objects will there be in each group?" S: will respond, "5 objects in each group." T: "Let's use books as our objects in the story. What kind of story could you come up with? Tell your neighbor." S: will turn to their neighbor and come up with a story. T: "Here is one I came up with. There were 4 students. Each of them had to take 5 books to the library. How many books did they take in all?" S: will respond, "20 books." T: "Look at the problem on the board. How can you write a multiplication story about 4×5? Work in pairs to write and solve a story problem." S: will work in pairs to write and solve a story problem. <ul style="list-style-type: none">Give the students at least 3-5 minutes T: "Alright, time is up. I want each pair of students to tell the class their story." S: will tell the class their story problems.</p> <p>Guided Practice: (10 minutes) <u>Use the modeling cycle:</u> Teacher Does: <ul style="list-style-type: none">Write 3×6 on the board. T: "Look at the problem on the board. How can you write a multiplication story about 3×6? Work in pairs to write and solve a story problem."</p> <p>All Students Do: S: will work in pairs to write and solve a story problem.</p>		

- Give the students at least 3-5 minutes

T: "Alright, time is up. I want each pair of students to tell the class their story."

Independent Practice: (5 minutes)

T: "Now it is your turn to do some problems on your own. Please go to your desk and open your books to page 106. Please write story problems for problems 1-4."

S: will work on problems 1-4.

- Teacher will check the students' story problems.

T: "10,9,8,7,6,5,4,3,2,1. Time is up. Please put your books away and bring your papers with you when you come to the carpet."

S: will put their books away and sit on the carpet.

Closing: (minutes)

T: "I need 4 students to share 1 story problem with the class."

S: will share story problems.

Assessment:

Guided Practice problems 1-4

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