

SCENARIO:

Leaps & Bounds diagnostic for Multiplication 5/6 complete.

9 students at Pathway 3

4 students at Pathway 2

9 students at Pathway 1

- Resources at my disposal:**
- Leaps & Bounds
 - “Paying Attention to Proportional Reasoning” (Ontario)
 - “Big Ideas & Questioning k-12 for Proportional Reasoning” GAINS (Ontario)
 - “Good Questions to Differentiate” (Marian Small)
 - “Eyes on Math” (Marian Small)
 - “Making Math Meaningful” (Marian Small)
 - PRIME
 - Numeracy Nets (PEARSON)
 - Guide to Effective Instruction 4-6 NSN Vol 3
 - Scope and Sequence
 - NELSON Mathematics Text Book

- CURRICULUM:**
- Grade 5 Number Sense and Numeration**
- Solve problems involving multiplication of whole numbers, using a variety of mental strategies
 - Multiply 2-digit whole numbers by 2-digit whole numbers using estimation, student-generated algorithms and standard algorithms
 - Use estimations when solving problems involving multiplication to help judge the reasonableness of a solution

Target Students/ Guided Groups:

Pathway 3 group 1 – Jan, Joe, Jim, Jess, Jon

Pathway 3 group 2 – Kim, Ken, Koa, Kip

Pathway 2 group 1 – Max, Mick, Mary, Mia

OTHER NOTES:

Each day, focus on summarizing key concept learnings onto the class anchor chart board.

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
<p>Whole Group Instruction: Shared Math: Words in Math Placemats - use Frayer model with headings: Sounds Like, Looks Like, Example, Non-Example Assign 4 groups Multiplication, Division, Addition, Subtraction to collaborate. Groups will share their placemats with the class. 📄 <u>Frayer Placemat</u></p>	<p>Whole Group Instruction: Rich task/Open-ended question to activate thinking about multiplication strategies. 📄 “How would you solve 18 x 5?” 👉 Creating highlights and summaries from our work *focus on student generated algorithms 📄 <u>Student answer sheet</u></p>	<p>Whole Group Instruction: Rich task/Open-ended question to activate thinking about multiplication strategies. 📄 “What are some ways you could use multiplication strategies to solve 5 x 17 x 2?” 👉 Creating highlights and summaries from our work</p>	<p>Independent /Guided: Math Centre Activity Day</p> <p>📄 <u>Computers IXL Practice</u> 2-digit x 2-digit 📄 Flash Cards – base facts 0-12 x 📄 Work with a placemat and number cards to create your own multiplication sentences 👉 The Product Game, (from Making Math Meaningful, p.131) ☺ Teacher Group *Guided Math* Pull out target students that are continuing to struggle with the concepts to work in a small group.</p>	<p>Whole Group Instruction: 3-part lesson {*focus on student understanding of Multiplication and standard or alternative algorithms}</p> <p>Activate: Multiplication 2-Digit by 2-Digit 📄 Eyes on Math, p86 *using an area model, or open array*</p>
<p>Guided/ Independent: For advanced students at P1, provide additional questions to complete independently. 📄 Pathway 1 Open-Ended Problem (Students work in pairs to solve)</p> <p>Pathway 2 Group 1 will work on Leaps & Bounds SMART Notebook activity for Multiplication using Laptop bank. 📄 Notebook file</p> <p>Pathway 3 Group 1 & 2 – Large guided group 📄 MMM pp118-133 Using chart paper, and appropriate manipulatives – counters, miras, tiles – and discuss the Principles (p123), considering the concepts of multiplication. 📄 Eyes on Math, p80 Equal Groups (penguins on icebergs) “Can you write [] x [] to describe this picture?”</p>	<p>Guided/ Independent: Exit Ticket for today’s lesson: “Solve 15 x 7 using some of the strategies you’ve learned during the lesson.” Conference with students who were unable to complete the exit ticket.</p> <p>Pull guided groups based on misconceptions from Pathway 2 (day 1). 📄 MMM, pp118-133 for additional support (Common Errors & Misc. p132)</p> <p>Students at Pathway 3 will utilize SMART Notebook Leaps & Bounds activity resource to work on Multiplication independently 📄 Notebook file</p>	<p>Guided/ Independent: Pathway 1 group will utilize SMART Notebook Leaps & Bounds activity resource to work on Multiplication independently 📄 Notebook file</p> <p>Pull all groups based on misconceptions of multiplication from diagnostic and previous day exit ticket/activity if necessary. 📄 Leaps and Bounds Teacher Guide</p>	<p>👉 The Product Game, (from Making Math Meaningful, p.131) ☺ Teacher Group *Guided Math* Pull out target students that are continuing to struggle with the concepts to work in a small group.</p>	<p>Working On It: “Finding the Cost of a Field Trip 📄 Guide to Eff Inst. NSN 4-6 Vol 3 , p47 👉 Creating highlights and summaries from our work – Gallery Walk of Chart Papers posted around the room. {*focus on how students could use a variety of algorithm strategies}</p> <p>Ticket-Out: “What would the array look like?” 📄 Guide to Eff Inst. NSN 4-6 Vol 3 , p55</p>