Harper

**LD Resource Groups**

**3rd grade**

**Tillis**

**2013/2014**

**Date: 1/27-31/2014**

**Content Objective:**

The students will interpret products of whole numbers by creating equal groups.

The students will be able to fluently multiply.

**Bell Work—Anticipatory Set:**

**2 minute fluency drill then correct with partner**

**Time: 30 mins**

**Active Engagement Strategy**

\_\_x\_\_ Oral Response

\_x\_\_\_ Written Response

\_\_\_\_ Signal (gesture or symbol

\_x\_\_ Perform (movement)

\_x\_\_ Think (mentally process)

\_\_\_\_ Other Combination

**I DO (Teacher Modeling):**

M-Introduce grouping objects. TW take 20 counters and show different ways to group them

T-Review grouping objects and demonstrate with 50 counters.

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**WE DO (Guided Practice):**

M & T-After teacher examples, the teacher will have each student take 20 counters and put into different groupings explaining why they did what they did. Will also practice with different numbers of counters.

**YOU DO (Independent Practice):**

M-The student will complete “what’s my product’ recording sheet using 20 counters independently.

T- Students will complete “what’s my product” recording sheet using 50 counters independenetly

**Time: 15 min.**

**Closure/Assessment:**

Students will complete the “What’s my product” recording sheets for both 20 and 50 counters.