

Lesson Plan Template

<p>Objective: I can use arrays to help me find the missing factor of an equation</p> <p>Essential Question: How can using arrays help me find the missing factor of an equation?</p>	
Time	Structure/Sequence of Lesson
7 min	<p>Introduction of the lesson:</p>
	<p>Before the start of the lesson, students will check off how they are feeling (this is to collect data on students feelings/emotions throughout the day).</p> <p>At the start of the lesson, I will play a video of a song skip counting by 4's. This is used as daily practice for students to recognize patterns easily and to help them master their multiplication facts.</p> <p>Afterwards, I will pose the question: "<i>what is a factor?</i>" On the board. I will let them know that today we will be learning what a factor is and how we can use arrays (activating prior knowledge) to help us find the <i>factor</i> of an equation.</p> <p>After posing what students will be learning, I will play a video explaining what factors are.</p>
20 min	<p>Guided practice:</p>
	<p>After viewing the video about factors, I will ask students what a factor is. After a few students have shared, I will write down the number 6 on the board and ask what <i>factors</i> give us 6 when we multiply them.</p> <p>Afterwards, I will ask them what is another way to say 1×6 (activating prior knowledge on commutative property).</p> <p>Next, I will put up a picture of 10 gum balls and ask students to count how many gum balls there are in the picture. Then, I will ask them to think of all the factors of 10. I will encourage them to use the strategy of the arc shown in the video.</p> <p>I will show another video that teaches how to use arrays to find the missing factor of a multiplication sentence and go over it with them using examples.</p>
<p>*****2 min Exercise Break*****</p> <p>(To get students energy up, I will play a video of a few exercises before continuing the lesson)</p>	
15 min	<p>Independent Practice:</p>
	<p>Before beginning independent practice, I will ask students to use their emotions sheet and check off how they are feeling now.</p> <p>After they check off how they are feeling, I will present to them the number 16 with two arrows. One pointing to a 2 and the other to a "?". I will then say "blank equal groups of 2 equals 16" and ask what other factors of 16 are.</p> <p>Students will use a tool they have used before to help them construct arrays.</p>

	They will then do the same for the number 12, using 4 slices of pizza (drawings)
7 min	Closure: As I write down multiplication equations (with a missing factor) Students will use counters to make arrays (or small objects of their choice) to find out what the missing factor is. I will circle the classroom to see how students are making their arrays and what strategies they use. I will be asking them what their number is After a few practices, students will check off how they are feeling now that it is the end of the lesson. <i>I will gather the data on students emotions throughout the day.</i>