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Microteaching Lesson Plan  
24-10-06

**Grade Level:** 3

**Objectives:**

1) Students will be able to create a multiplication problem using the basic multiplication facts based on their own experiences.

2) Students will be able to analyze and compare several different ways of solving a multiplication problem by discussing the variety of problem-solving methods used by students in the class.

**NCTM Standards:** Understand meanings of operations and how they relate to one another. Grades 3-5 expectations: understand various meanings of multiplication and division; understand the effects of multiplying and dividing whole numbers.

**Time:** 30 minutes

**Organization:** individual, then in pairs, and finally whole class (large group)

**Role of Teacher:** facilitator

**Materials:**

Multiplication Story Problem Sheet  
Candy

**Procedures:**

1. Launch- my multiplication story: I wanted to buy candy for our class since we have been working so hard this week on multiplication. I wanted to buy 3 pieces of candy for each student, and I knew there were 7 students in the class. How did I know how many pieces of candy to buy? Have one student come up and act as my “cashier” at the store. Ask them how they might start the problem. Figure this problem out with the class on the board. Then hand out the candy to see if I bought the right amount.
2. Challenge problem: I knew that each piece of candy cost \$0.10. How much money did I need to bring to the store? (for if students finish early)
3. Each of the students will write their own creative multiplication story problem about a time that they used multiplication to solve a problem on the sheet I will provide. They will write how they solved the problem on the back. Make it clear that they can use any method to solve it- drawings, writing number sentences, words, mental math (explain thinking), repeated addition
  - a. Questions/prompts if they have trouble thinking of one:
    - i. Think about things that could come in even groups
    - ii. Think about my example- Can you think of a similar situation?

4. The students will switch problems and solve one of their neighbor's story problems. Have the students briefly discuss their solutions with their partners. I will walk around and discuss their solutions with them.
5. Class discussion
  - a. Did you and your neighbor get the same answers?
  - b. Did you and your neighbor solve the problems in the same way?
  - c. Have students explain how they and their partners did them differently.
6. Write on the board several different methods the students used for solving the multiplication problems. Discuss why each of them work even though they are different. Ask students which they prefer.
7. Closing: We can each use a different method that we are comfortable with and arrive at the same correct answer.
  - a. Reflect: What have we learned today?

**Assessment:** I will assess the students formatively based on their multiplication story problems and solutions as well as their participation in the class discussion. The stories and solutions should demonstrate an understanding and correct application of basic multiplication facts. The discussion should demonstrate an understanding of how to use several different problem solving methods in multiplication.

**Gearing Up and Gearing Down:** Students can attempt the more difficult extension of my story problem or use more difficult numbers in their multiplication problems. They can also stick to the basic facts if they have difficulty multiplying two-digit numbers. Students can pair together according to the difficulty of their problems.