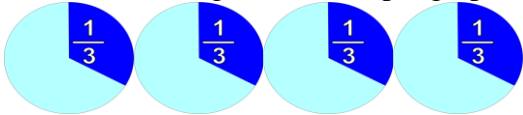


MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name Renae Parish	Name of Unit ELA/Math	Date 06/17/2016	Grade Level 4
Objective	Procedures	Materials	Evaluation
<p>RL4.1 Making inference RL4.3 Story elements RL4.4 Vocabulary RI4.1 Refer to details and examples in text when explaining what the text says explicitly and when drawing inference from text RI4.4 Determine the meaning of general academic and domain-specific words in a text 4NF.B4 (A-C) Multiply fractions by a whole number W4.3 Narratives</p>	<ol style="list-style-type: none"> 1. Read the book, <i>Multiplying Menace: The Revenge of Rumpelstiltskin</i> or video and point out multiplication problems. 2. Write the equations presented in the book on the board, explain what each equation states. Such as four groups on quarter fraction. 3. The teacher will show the illustration and how they reflect the multiplication equation. 4. Explain how to solve the equations using repeated addition. Such as $4 \times \frac{1}{3} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$ Model how to solve the equation using repeated addition and visual through the use of pie graphs.  <ol style="list-style-type: none"> 5. Have students write their own word problems that include multiplying whole numbers by fractions. Hand out with a teacher example provided. 6. The student will switch word problems with a partner and solve. 7. After solving the student will need to justify their answer in writing 8. Each student will have to come up to the projector and defend their reasoning while using the <i>Rumpelstiltskin</i> stick to point. 9. Each student will be given a story about making pizza 	<p>3-5 copies of the book <i>Multiplying Menace: The Revenge of Rumpelstiltskin</i> or read aloud from YouTube reading book https://www.youtube.com/watch?v=-53XH9ASKatM Large-Group Size post It for Story Elements Character Trait/Text Evidence Activity Sheet Multiplying Madness Game for Center 4 Dice Modeling Example Page and Activity Sheet for center 5 Markers Sequential Order Game card Writing Activity sheet Rubric for Writing and Peer Highlighters Colored pencils Learn Zillion video on multiplying fractions <i>Rumpelstiltskin</i> stick Teacher prepared pizza slices and pizza plan equations</p>	<p>The student will be given empty pizza pans that have a number on them and slices of pizza with multiplication equations on them. The student will help <i>Rumpelstiltskin</i> make a whole pizza pie by gluing the correct slices to the corresponding pizza pan. The student will hand in both completed pizza pans. Exit ticket Observations</p>

with Rumpelstiltskin.

10. Each student will be given problems that involves empty pizza pan that have a number on them and slices of pizza with multiplication on them. The student will help Rumpelstiltskin make a whole pizza pie by gluing the correct slices to the corresponding pizza pan.

11. The student will hand in both completed pizza pans.

1. Introduce the book *Multiplying Menace: The Revenge of Rumpelstiltskin* by putting the cover of the books on the screen large enough for students to see
2. Predictions: the student will look at the cover of the book and write down some predictions of what the book will be about and events that think might happened using the words and pictures on the cover.
3. Vocabulary: Discuss few vocabulary terms that students should know for understanding of the text.
4. Read the book: The teacher can either choose to read the book aloud or there's a Youtube reading of the book.

<https://www.youtube.com/watch?v=53XH9ASKatM>

Introduce Centers :

Center 1. Story Elements: The student will work together in group to draw and complete a story element map with setting, character, plot, conflict, solution, and theme. Each student should be in charge of one of one of the bubbles. However, they will discuss their thoughts with the group before filling it in on the post-it. If the groups finish early, they should draw some of their favorite events of the book in the free space on their post-it.

Center 2. Characterization/ Text evidence and Sequence

Events:

- Activity 1: The teacher will pass out a character trait list for students to use for the activity. Students will write 3 character traits list for both Peter and Rumpelstiltskin and cite evidence from the text to support their answers.
- Activity 2: students will receive a set of sequence of event cards. They will pass out the 10 cards until there is none left. Each student will read their cards, and the group will work together place them in sequential order. The goal for this portion is to get it in the correct order without using the book. After the group is convinced they have the cards in the correct order, they can look in the book and rearrange the cards if necessary.
- While some groups may not get to activity 2, groups who finish the character trait activity early need something additional to do during their time.
Center 3. Pretend that you found the magical stick that Peter hid at the end of the story. Write a story that tells where and how you found the stick. Include information that describes what you made more of and less of during your magical journey. There needs to be 6 math problems and their answers represented in the story. Use a highlighter to show 6 problems. Each student will use a writing rubric to check their writing. After they have checked their own writing, students will peer check each other's work including the math problems and answers.
Center 4. Multiplying Madness Game: Students will roll the dice a move to that number of spaces. They will pick up a whole number card from the stack and multiply the whole numbers by the fraction square on which they landed. Each team member will work the problem to

	<p>check their work. If the player got the answer correct, they can stay on the square. If it is incorrect, they must move back one space. The team member to make it to the finish line will win.</p> <p>Center 5. Practice and Model: Student will model multiplying fractions by whole numbers by completing a draw and color fraction sheet to solve the problems. The teacher will provide students with an example sheet of four different types of fractions they will encounter in this task and how they should be modeled. m</p> <p>Reteach Pie graph shading manipulative</p> <p>Enrichment</p> <p>Larger denominators for problems. Mixed fractions to multiply by.</p>		
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For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology