GRADE THREE WEEK PLAN

The following is an example of a grade 3 plan for a week focusing on the key concept of multiplication. The class would have already been introduced to the concept of and processes involved with multiplication as well as the symbolic notation needed for reading and recording multiplication equations.

LEARNING FOCUS: MULTIPLICATION

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Read Amanda Bean's Amazing Dream, pausing throughout to have students notice and describe the arrays and equal groups they notice Invite students to create their own illustrations or concrete representations within a math story that include arrays or equal groups. Ask student to label the arrays and/or groups with multiplication equations and descriptive sentences. Closing circle: Select a few students to share their illustrations and explain how arrays/equal groups help them think about multiplication.	Number Talk Image: Choose an array image and project on screen and invite students to discuss: How many? How do you know? Record equations, connecting addition and multiplication Math Workshop -multiplication equation cards and loose parts (and repeat with other materials at another table) to build arrays (have students take photographs to use for number talks) -Counting Collections to 100 asking students to focus on groupings such as 2, 3, and 4 and connect to multiplication -Teacher led small group instruction: teach the game Circles and Stars and have students share their understanding of equal groups Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about multiplication	Turn and talk: What do you know about multiplication? What do you wonder? Record students' ideas and questions on whiteboard. Invite students to use various materials to investigate their own questions about multiplication. For example, they may further investigate arrays or number patterns, or create a math story. Invite students to represent their thinking with materials such as cubes, tiles, drawing, painting, imprinting in clay, etc. Students may document their findings through photographs, mini-books or mini-posters. Closing circle: Invite students to share their projects with a partner and then select a few projects to compare as a class. How did different materials help us show what we know about multiplication?	Number Talk: 4x3, 4x6, 4x12 (have students share different strategies for solving) Math Workshop -students choose multiplication equation cards and create a drawing of a context connecting to that equation -How Close to 100 game: using 100 grid and two dice, have students roll dice and colour in corresponding array (ie. 3x4), keep playing until they can't fill grid anymore, recording their multiplication equations as they play -Circles and Stars math game -Teacher led small group instruction: Choral Counting choosing multiples based on students' experience, using a small whiteboard to record count and notice patterns Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about multiplication	Choral Counting routine: counting by 4s, recording count on whiteboard in a five-column array and having students notice patterns Present a CGI problem to the class to solve using different strategies: *Three friends are playing a card game and had to share the cards equally to begin. They had 27 cards and shared them equally. How many cards did they each get?* Pause to have some students share their strategies. As some students continue to solve the problem, others may write their own problems to be used in future lessons. Closing Circle - students sharing what strategies and materials are supporting their understanding of multiplication and generate a personal goal for practicing multiplication next week

GRADES 4&5 WEEK PLAN

The following is an example of a combined grades four and five plan for a week focusing on fraction concepts including comparing and ordering fractions (grade 4) and equivalent fractions (grade 5). Although instruction in a combined class is generally planned for the whole class, assessment is grade-based and is focused on the learning standards for each grade.

LEARNING FOCUS: INVESTIGATING FRACTIONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Read The Lion's Share by Matthew McElligott, providing each student with a square of paper to fold the fractions corresponding to the story. Open Question: When is a 1/2 a lot of something? When is it not? Teacher encourages students to represent their thinking using concrete pictorial and symbolic forms. Have students share and compare the ways they thought about 1/2 with a partner. From each pair, record one idea on the whiteboard and have students make connections to others' ideas.	Math Routine: Number Talk Image (select an array or image that allows for fractional thinking) What fractions do you see? Math Workshop: -Fraction Talk images to discuss in small groups and create their own using iPad technology or tangram pieces or pattern blocks -Comparing and ordering fraction circle and bar pieces, recording with symbolic notation Small group instruction: represent 1/2 in different ways, introducing equivalent fractions to grade 5 students Closing circle with students sharing what they did, what they learned and what they want to practice next as they learn more about fractions. Record some of their questions for inspiration for tomorrow's lesson.	In table groups, have students discuss what they know about how fractions and decimal numbers are related. Invite students to investigate the connections between fractions and decimal numbers through materials. Offer Unifix cubes, clay, Cuisenaire rods, Numicon Shapes, ten frames and counters, hundred grids, base ten blocks and drawing materials as choices. Have students consider how they will share what they have found out. Closing circle: Using an artefact or record of learning, invite students to share what materials they used and how they helped them thinking about fractions and decimals in new ways.	Math Routine: Clothesline with fractions represented in different forms (including some equivalent fractions) Math Workshop: -Put collection of ten fraction cards in order with a partner -Creating a table top clothesline using concrete materials to represent and order fractions, using benchmarks of 0, 1/2 and 1 -Equivalent Fractions app Small group instruction: connecting representations for 1/10 and 1/100 to decimal forms with ten frames, hundred grids, base ten blocks and using symbolic notation Closing circle with students sharing what they did, what they learned and what they want to practice next.	Math Routine: Clothesline including fractions and decimals (including some equivalents) Assessment task: Show all you know about fractions using pictures, diagrams, words, numbers and symbols. Choice of fraction puzzles or math games as students complete the assessment task. Closing circle: Teacher chooses a few students to share some of their learning and connections from this week.