Title: R.A.F.T. assignment on multiplication

Subject Matter Emphasis and Level: Math Grade 3

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Brief Description of the Lesson/Unit:

The students will create a song to teach others a multiplication table.

SD Content Standards:

3.A.4.2 Students are able to use number patterns and relationships to learn basic facts.

Unpacked:
I can explain to my classmates how to skip count to learn facts.
I can create a commercial to help my classmates learn the basic facts.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

The students will understand how to teach others a group of facts. They will also learn the basic facts themselves from listening to others.
2. **What essential questions will guide this unit and focus teaching/learning?**

How do I multiply?  
How do I learn my facts?  
How do I teach my facts to other students?

3. **What key knowledge and skills will students acquire as a result of this unit?**

The students will understand how to multiply numbers by skip counting.  The students will understand how to use a song to learn the facts. The students will understand how to use a commercial to skip count.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

Prior Knowledge- students will come with an understanding of skip counting from grade 2.  
Conceptual difficulties might be that the students have a hard time memorizing and learning facts.

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

The evidence will come from pretesting, assignments, small group work, quizzes, and tests.

**Performance Tasks:**

- Hands on work.  
- White Board work.  
- Mad Minute Testing (daily).  
- Group work with teacher.

**Other Evidence:**
**Quizzes, Tests, Prompts, Work Samples (summarized):**

Mad Minute Testing given daily.
Quizzes given by teacher.
Tests given by teacher.

**Unprompted Evidence: (observations, dialogues, etc.)**

Observing as the students complete center activities and white board activities.

**Student Self-Assessment**

Center work using white boards.
Graphing Mad Minutes to monitor self progress.

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### Stage 3: Plan Learning Experiences and Instruction

1. **What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?**

**Major Learning Activities:**

- Multiplication Booklets
- Multiplication flashcards
- Center activities
- Mad Minutes
- Learning and Mastering a commerical to teach to other students.

**Materials & Resources (technology & print):**

Management:

Have white boards and markers ready to go.
Have center activities ready to go.
Have ideas of commercials kids might know to use as a tune.

Support Services and Special Teacher Notes:

Title I support as well as SPED support from those teachers.

Extensions and Adaptation:

Extensions: Have students with more experience work with teaching higher numbers.
Adaptation: Have students with less experience work with teaching lower numbers like 0 or 1.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:
Giving initial assessment for placement into groups to teach songs.

**Differentiated Content:**

Leveled problem solving for kids. Give mad minutes at the level which they are at.

**Differentiated Product:**

Correct the different leveled assignments.