**Math**

Objectives:

Students will be able to recognize wrong answers on homework, circle them, and then write the correct answer. Students will be able to recite counting forwards and backwards by 3’s to 30 and 4’s to 40. Students will be able to arrange an array by following what is being taught. Students will be able to show their understanding by completing student journal page 81 together.

Procedures:

 I will tell the students that when multiplying, it will help to understand how to count by different numbers. Today we are going to work on counting by 3’s first. Then we will count by 4’s. (I will be helping them by pointing to them on the grid.)

 After successfully doing them at least twice each, then I will ask the students what we used yesterday to help us with our multiplication. I will explain that yesterday we had our numbers to make our number model and that today we are going to be looking to find the numbers to multiply to get the answer by using an array.

* The students will take out their math copy books and I will tell them the math message (There are 24 trombone player in the band. Arrange the 24 trombone players to show them in equal rows on your paper.)
* Then I will ask the different combinations people made and show them on the board
* We will create the multiplication diagram on the board and then I will ask volunteers to fill it in
* Then we will write the number model
* Finally I will repeat the process again, but by using the opposite of the array mentioned, so a 6X4 would be a 4X6 or 8X3, 3X8. ( I will make sure to explain that the first number is the number of rows, and then the second number is how many in those rows.)
* I will tell them a new problem such as Betsy bought 4 boxes of crayons. Each box has 8 crayons in them. How many crayons are there in total?
* Students will then verbally tell me what number I should use for the rows and then tell me where to put the other number. (I will draw this on the board.)
* Then we will create the multiplication diagram and the number model

After this practice, I have the students open their student math journals and we will begin to do the worksheet together.

Closure:

 We will go over the last problem on that page together to see if they understand the concept of arrays. If time allows, students will have to explain how to make an array with numbers I put on the board such as 4X5, 6X3, and more if time permits.