

## Differentiation

### Support:

- Provide additional examples before assigning independent work.
- For independent work, assign problems with unit fractions or single-digit whole numbers.

### Enrichment:

- Assign challenge problems with a fraction times a mixed number and have students try the same strategy to solve (La.,  $\frac{3}{4} \times 3\frac{1}{2}$ ).

### Assessment (5 minutes)

- Hand out a piece of scratch paper to each student.
- Write a multiplication problem on the board (La.,  $\frac{3}{4} \times 8$ ).
- Have students solve using a number model.
- Collect student work as an exit ticket and check for understanding.

### Beginning

- Have students work in a teacher-led group so that they can tell the teacher how they solved the problem and the teacher can offer feedback.

### Intermediate

- Challenge students to use sequencing words and new vocabulary to explain their process for solving the problem.

### Review and closing (5 minutes)

- Ask and discuss, "How can this strategy help us understand fractions and multiplication?"

### Beginning

- Rephrase the question: "How does using a number model help us understand fractions and multiplication?"
- Allow students to share their explanations with their partners in their L1 or L2 before sharing with the whole class.

### Intermediate

- Have students discuss the question in partners and rephrase their partner's answer using new vocabulary and sequencing words from the lesson.