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**Unit Topic:** Math

**Grade Level:** 4th grade

**Lesson topic:** Multiplication, division

**Objectives:**

1. Students will be able to extract important data from word problems in order to calculate an answer.
2. Students will able to multiply, divide, add, and subtract through multiple steps.

**Instructional technique:** individual work on website

**Instructional materials:** website, quiz

**Theoretical perspective:** Students need to learn this because basic math skills are important for other kinds of math down the road. Also, adding the European trip aspect to it makes it more fun for the students rather than just having them do repetitive math problems.

**Procedure:**

1. Students will work through the European trip math website and complete all the problems. They will have to show their work as they do the problems and turn it in when they’re done so the teacher can see where they might have gone wrong and what they understand. Students should write down their answer first before actually selecting the answer so that we can see what their reasoning was. After each question is answered correctly the students should click on the links to learn more about each landmark that they are “visiting.”
2. After the students have completed the website and turned in their work, the teacher will use the results of the students’ work to go over any material that students might still need help on.
3. Closure: At the end of the lesson or the next day, students will be given a quiz on the basic math skills they have been working on. The quiz will be the final assessment of the lesson.

**Adaptations for different learners:**

If students are visually impaired they can have someone read the questions to them so they can figure of the answers. Students who are weaker in math can also be paired with a stronger student and they can work on the problems together. The final quiz can be modified for students with special needs.

**Evaluation:**

1. The main way we will determine if the students have met our objectives will be based on the outcome of the quiz. If they do well on the quiz then it will show that they understand the different math concepts. If they initially do well on the website activity, they will most likely do well on the quiz.
2. Some concerns with this lesson are that the questions on the website or quiz might be too difficult for students. Also, the website might be distracting for some students.

**QUIZ**  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Answer each question and please show your work for full credit.

**SHORT ANSWER**

1. Brian has 53 baseball cards and his friend Tim has 45. If Brian buys a pack of 10 more cards, then trades 5 of them with Tim, how many cards do they each have?
2. Joe and Josh are racing their bikes around their neighborhood after school. To pedal down the street is about 300 feet and it takes the winner 30 seconds to get there. How fast was the winner going? Note: your answer will be in feet per second.
3. Ally has 12 apples and Claire has 14 oranges. If they each give Jenna 2 pieces of their fruit, how much fruit do they now have combined?
4. Anna is visiting her mom at work. She needs to get to the fifth floor but the elevators are broken so she needs to take the stairs. To get up each floor there are 18 stairs. Anna stops to take a break when she is on the third floor. How many stairs has she gone up and how many more does she have to go?

Solve the following equations

1. What percent of 90 is 8? \_\_\_\_\_\_\_\_\_\_
2. 12 x 6 = \_\_\_\_\_\_\_\_\_
3. 126 ÷ 9 = \_\_\_\_\_\_\_\_
4. 10 x 13 = \_\_\_\_\_\_\_\_\_

5. 96 ÷ 6 = \_\_\_\_\_\_\_\_\_\_

6. What is 10% of 120? \_\_\_\_\_\_\_\_\_\_\_

7. What is 5% of 40? \_\_\_\_\_\_\_\_\_\_

8. 9 x 9 = \_\_\_\_\_\_\_\_\_\_

9. 7 x 8 = \_\_\_\_\_\_\_\_\_\_

10. 120 ÷ 12 = \_\_\_\_\_\_\_\_\_\_\_