

20 Days of Lesson
Plans and Activities

2ND
grade

the MAGIC Of MATH
MULT & DIV

by Hope King and Amy Lemons

MULT & DIV

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Multiplication Situations Making Equal Groups	TEKS: 2.6A, 2.7A, CC: 2.0A.C.4, 2.NBT.A.2
WEEK 2	Multiplication Situations Arrays	TEKS: 2.6A, 2.7A, CC: 2.0A.C.4, 2.NBT.A.2
WEEK 3	Division: Separating into Equal Groups	TEKS: 2.6B CC: 2.NBT.A.2
WEEK 4	Multiplication and Division Word Problems	TEKS: 2.6AB, 2.7A, CC: 2.0A.C.4, 2.NBT.A.2

DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Week 1: Multiplication Situations- Making Equal Groups

Week 2: Multiplication Situations- Arrays

Week 3: Division

Week 4: Word Problems

EQUAL GROUPS

FOCUS	OBJECTIVE
Repeated Addition	I can model a multiplication problem as repeated addition.

FOCUS	OBJECTIVE
Intro to Repeated Addition	

FOCUS	OBJECTIVE
Intro to Equal Groups	I can create equal groups when multiplying.

VOCABULARY WORDS	
EQUAL GROUPS, FACTOR, PRODUCT, MULTIPLY	

MINILESSON	ACTIVITY
<p>Introduce Repeated Addition to the class with the book Amanda Bean's Amazing Dream. Look at the pictures and discuss the different types of repeated addition throughout. Tell students we are going to start counting equal groups this week. Use the digital poster to discuss as well.</p> <p>Use the skip counting cards- print out about two of each type of skip counting pattern. Use the images to create repeated addition sentences as a class. Have students come up and hold the cards. Create a repeated addition equation.</p>	<p>Feed Us! Students will and staple to create booklet. Students can dice or choose how many put into each mouth/g. Students put the same amount in each group on that page by drawing dots or objects. You can also use stickers or stamps to feed the animals. Students count the groups (given) and how many are in each group. Students write a multiplication equation to go with each page.</p>

EQUAL GROUPS DAY FOUR

FOCUS	OBJECTIVE	MATERIALS
Drawing Equal Groups	I can create equal groups when	sentence strip or long sheet

EQUAL GROUPS DAY FIVE

FOCUS	OBJECTIVE	MATERIALS
Review and Assess	I can use different strategies to multiply	paperclips

VOCABULARY WORDS	WORD PROBLEM
EQUAL GROUPS, FACTOR, PRODUCT, MULTIPLY, REPEATED ADDITION	<p>Monster Mash: Students will or monster hat-y determine how many to give them or choose. I would between 2-5. Students choose how many put in each eye. I make their hat or on the sentence _____ groups of _____ * _____ = _____</p>

ACTIVITY	INTERACTIVE NOTEBOOKS	ASSESSMENT
<p>Students will create a model showing what they have learned this week. Students feed their dog. Students choose a number of dog bowls to put in their frame. That will be their groups. Students choose how many pieces of dog food to put in each bowl. Students write their equal groups and multiplication equation to match their model.</p>	<p>Earn Some Treats: Students need to cut around the rectangle and along the dotted lines. Students will glue underneath the middle title so that the six flaps lift up. Students also need a spinner. There are four spinners for differentiation. Students already have their groups on the top of the flaps. Students spin to see how many bones to draw in each dog house. Students simply draw a line for a dog bone.</p> <p>Underneath the flap students write ____ groups of ____ and the multiplication equation.</p>	<p>Students take an assessment on repeated addition and equal groups.</p>

DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

WORD PROBLEM- DAY ONE

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

There are 10 children running around the park. Each child has two feet. How many feet are running around the park?

WORD PROBLEM- DAY TWO

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

three bags of marbles. Each bag has in it. How many marbles does Corey have in all?

WORD PROBLEM- DAY THREE

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

to have a party. She wants each 3 party favors. If she invites 5 any party favors will she need?

Mr. Feeny passes out pencils to a table. Each student gets two pencils. If there are 6 students at the table, how many pencils does Mr. Feeny pass out?

Mr. Feeny passes out pencils to a table. Each student gets two pencils. If there are 6 students at the table, how many pencils does Mr. Feeny pass out?

Mr. Feeny passes out pencils to a table. Each student gets two pencils. If there are 6 students at the table, how many pencils does Mr. Feeny pass out?

Mr. Feeny passes out pencils to a table. Each student gets two pencils. If there are 6 students at the table, how many pencils does Mr. Feeny pass out?

Shawn is making a sticker book. Each page has 4 stickers on it. If the book has 3 pages, how many stickers does Shawn have?

Shawn is making a sticker book. Each page has 4 stickers on it. If the book has 3 pages, how many stickers does Shawn have?

Shawn is making a sticker book. Each page has 4 stickers on it. If the book has 3 pages, how many stickers does Shawn have?

Shawn is making a sticker book. Each page has 4 stickers on it. If the book has 3 pages, how many stickers does Shawn have?

QUICK ASSESSMENTS

MULTIPLICATION

Name: _____

1. Which repeated addition sentence matches the picture below? Answer the equation.



- a. $3 + 3 + 3$
- b. $4 + 3 + 4 + 3$
- c. $4 + 4 + 4$

2. There are two cookie jars. Each cookie jar has 7 cookies in it. How many cookies are there total?

- a. 2

5. Which multiplication equation matches the pictures?



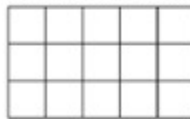
- a. $4 \times 6 = 30$
- b. $5 \times 5 = 25$
- c. $5 \times 6 = 25$
- d. $5 \times 6 = 30$

6. There were 6 bugs. Each had 2 spots. How many spots are there total?

MULTIPLICATION: ARRAYS

Name: _____

1. Which repeated addition sentence matches the array?



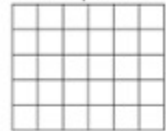
- a. $5 + 5 + 5$
- b. 5×3
- c. $3 + 3 + 3 + 3$

2. Hannah plants a garden that has 4 rows of flowers. Each row has 4 flowers in it. How many flowers does she have?

3. There are 20 flowers in a garden. If there are 4 rows, how many flowers are in each row?

a.

4. Which multiplication equation matches the array below.



- a. $5 \times 5 = 25$
- b. $5 \times 6 = 30$
- c. $6 \times 5 = 35$
- d. $6 \times 6 = 36$

5. The teacher asks her students

DIVISION

Name: _____

1. What is the answer to a division called?

- a. dividend
- b. quotient
- c. product

2. What does it mean to divide?

- a. add up equal groups
- b. separate into two parts
- c. splitting into equal groups or parts

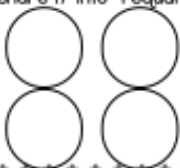
3. Solve the problems. Draw models if needed.

$10 \div 5 = \underline{\quad}$

$21 \div 7 = \underline{\quad}$

4. Can I share 17 into 4 equal groups?

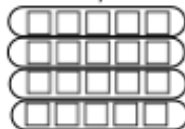
- a. yes
- b. no



5. Illustrate the equation. The solve. $16 \div 4$

- a. 3
- b. 4
- c. 16
- d. 8

6. Circle the division equation matches the array.



- a. $20 \div 5 = 4$
- b. $16 \div 4 = 4$
- c. $12 \div 3 = 4$

8. Write two ways to divide 12 into 3 equal groups.



WORD PROBLEM quick check

AT RACHELLE'S BIRTHDAY PARTY, HER MOTHER GAVE 6 CANDIES TO EACH CHILD. IF FIVE PEOPLE CAME TO THE PARTY, HOW MANY CANDIES DID HER MOM GIVE OUT?

BEN WAS PLAYING WITH HIS TOY CARS. HE HAD 36 CARS WITH 9 CARS IN EACH ROW. HOW MANY ROWS OF CARS DID BEN HAVE?

IF 2 PEOPLE HAD TO SHARE 16 SHEETS OF PAPER EQUALLY, HOW MANY SHEETS WOULD EACH PERSON GET?

MRS. JONES IS DIVIDING UP 24 FLOWERS INTO DIFFERENT VASES. IF SHE PUTS 6 FLOWERS IN EACH VASE, HOW MANY VASES WILL SHE NEED?

Name: _____

WEEK ONE:

MULTIPL-
ICATION

situations

WEEK ONE

CARD SEVEN

Repeated Addition

$6+6+6=18$	$8+8=16$
$4+4+4+4=16$	$9+9+9+9=36$
$3+3+3+3+3=15$	$9+9+9=27$
$2+2+2+2+2+2=12$	$2+2+2+2=8$
$7+7+7=21$	$10+10+10=30$

MONSTER MASH

1	2	3
○○○	○○○	○○○○
○	○	○○
12	10	16

EQUAL GROUPS

$3 \times 8 = 24$	$4 \times 2 = 8$	$5 \times 2 = 10$
$2 \times 6 = 12$	$3 \times 3 = 9$	$4 \times 3 = 12$
$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$
$2 \times 3 = 6$	$3 \times 2 = 6$	$4 \times 2 = 8$

EQUAL groups

$4 \times 2 = 8$	$3 \times 3 = 9$	$5 \times 2 = 10$
$2 \times 6 = 12$	$3 \times 4 = 12$	$4 \times 3 = 12$
$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$
$2 \times 3 = 6$	$3 \times 2 = 6$	$4 \times 2 = 8$

Repeated Addition

How many ducks? $2+2+2+2=8$

How many birds? $2+2+2+2=8$

How many eggs? $2+2+2+2=8$

How many apples? $2+2+2+2=8$

How many gumballs? $2+2+2+2=8$

$2+2+2+2=8$

$2=8$

5 x 1 = 5

$|||||$

$|||||$

$|||||$

5 x 1 = 5

$|||||$

$|||||$

$|||||$

5 x 1 = 5

$|||||$

$|||||$

$|||||$

REPEATED Addition

$2+2+2=6$

$3+3+3=9$

$4+4+4=12$

$5+5+5=15$

$6+6+6=18$

$7+7+7=21$

$8+8+8=24$

$9+9+9=27$

2 groups of 5

$2 \times 5 = 10$

$2 \times 5 = 10$

Repeated Addition

$5+5+5+5=20$

SAUR-ing

$3+3+3+3=12$



DINO eggs

$3 \times 6 = 18$	$4 \times 5 = 20$	$5 \times 3 = 15$
$2 \times 2 = 4$		

$3+3+3+3=12$

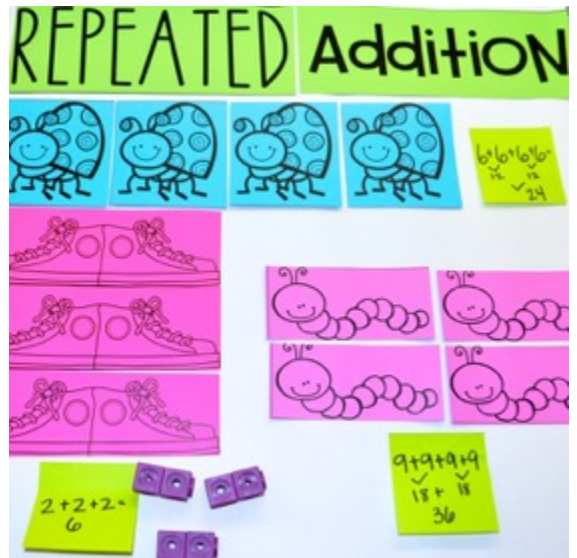
5 groups of 6

$5 \times 6 = 30$

DAY 1

Minilesson: Repeated Addition Cards and Modeling

Activity: Repeated Addition Scoot



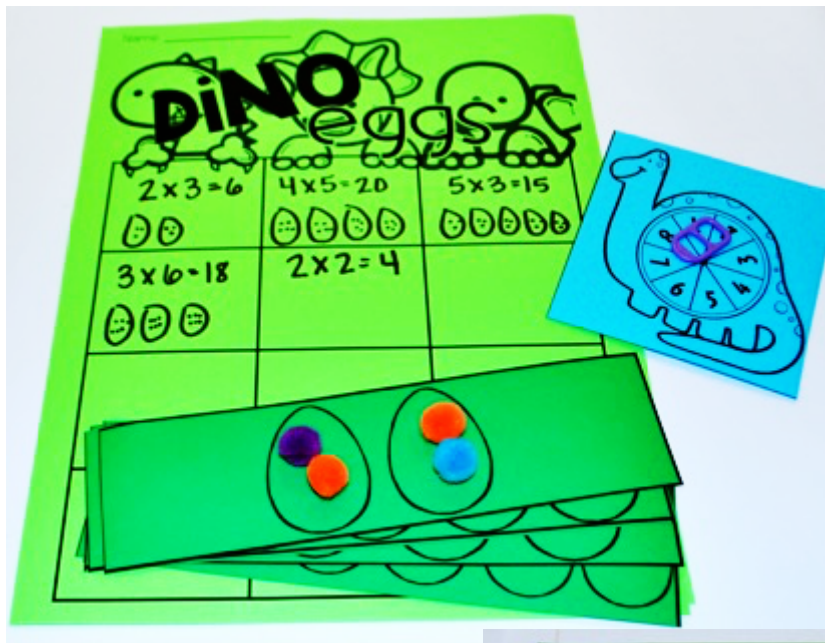
Interactive Notebooks:
Repeated Addition Flap-Ups



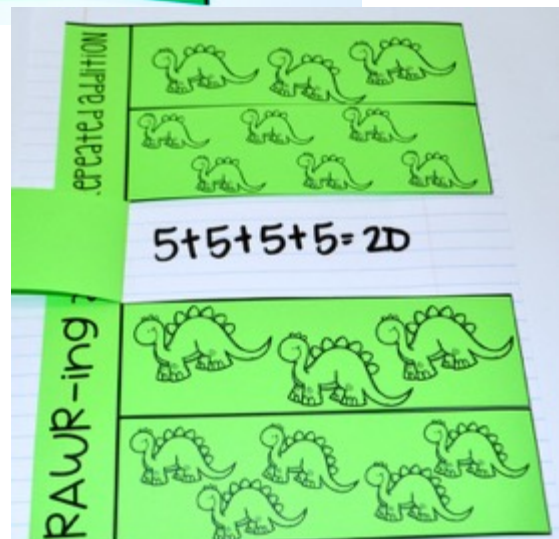
DAY 2

Minilesson: Repeated Addition
Dinosaurs

Activity: Dino Eggs

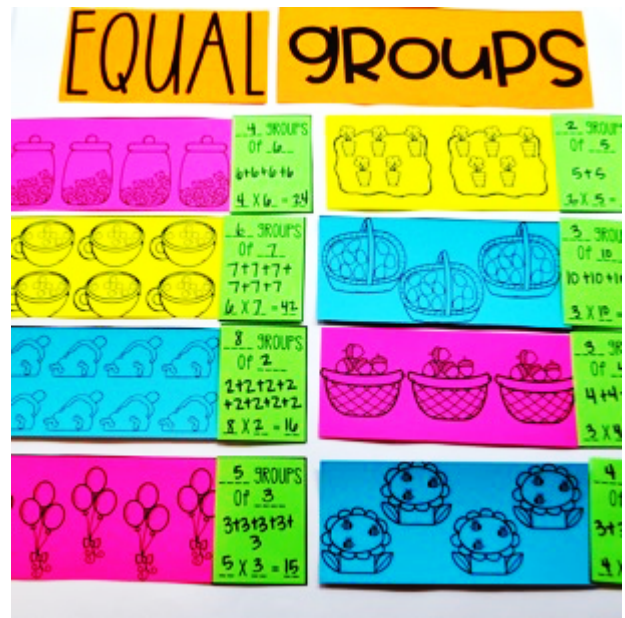


Interactive Notebooks: Rawring
About Repeated Addition

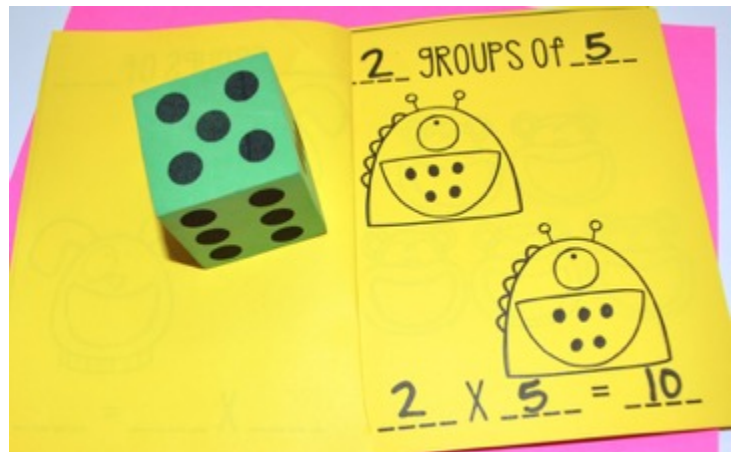


DAY 3

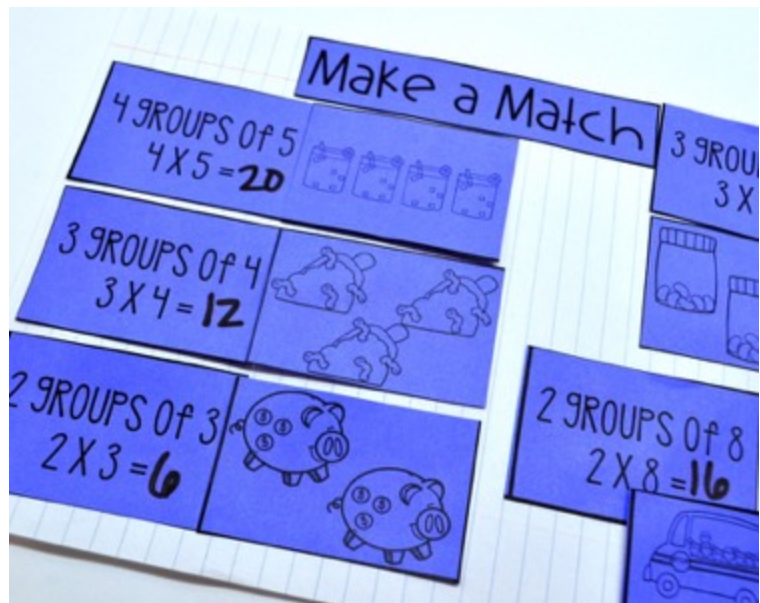
Minilesson: Equal Groups Cards and Modeling



Activity: Feed Us Booklet



Interactive Notebooks:
Make a Match!



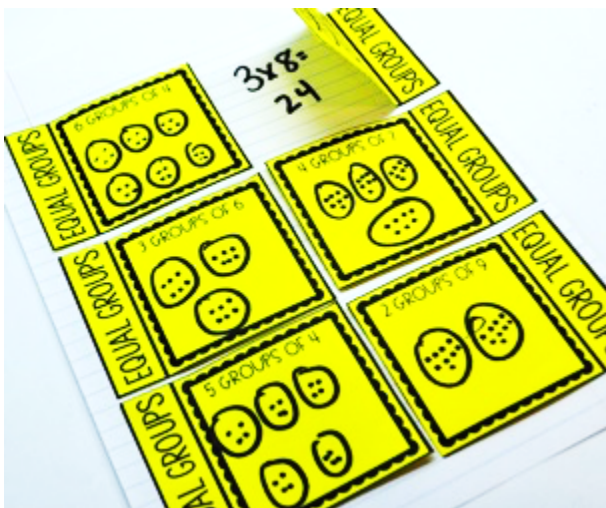
DAY 4

Minilesson: Drawing Equal Groups and Monster Hat



Activity:
Monster Mash

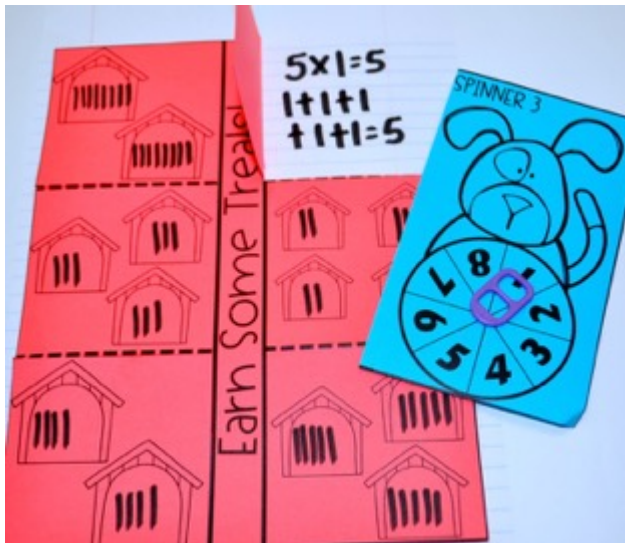
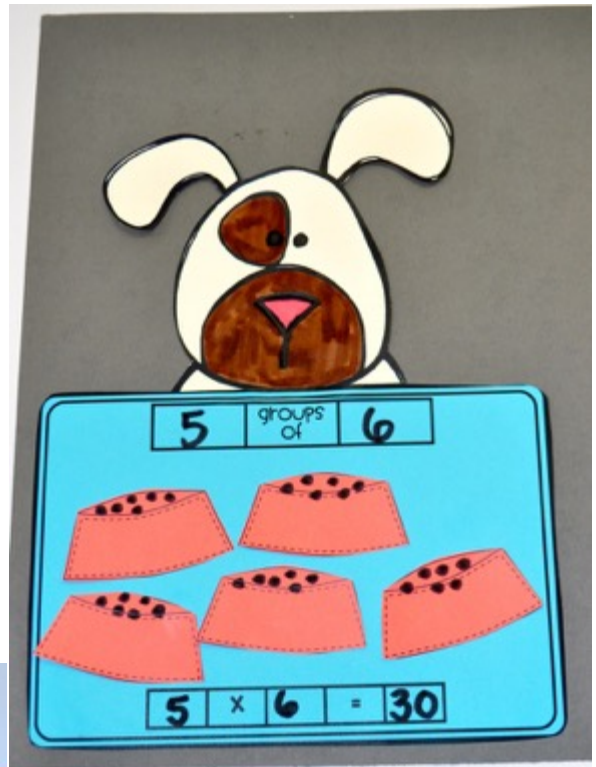
Interactive Notebooks:
Equal Groups Flap Ups



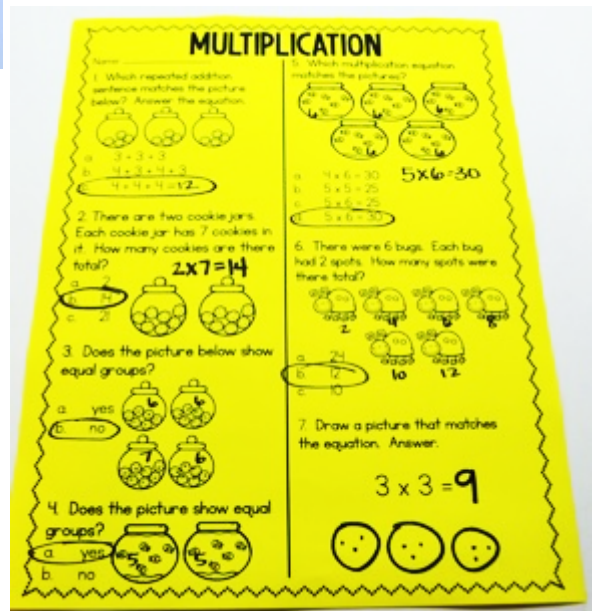
DAY 5

Activity: Feed the Dog Model

Interactive Notebook: Earn Some Treats!



Assessment



WEEK TWO:

MULTIPL-
ICATION

with
arrays

WEEK TWO

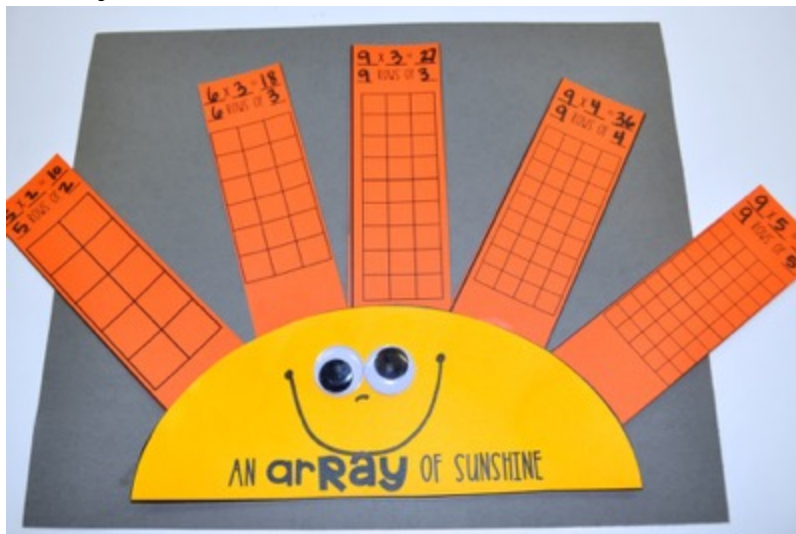


DAY 1

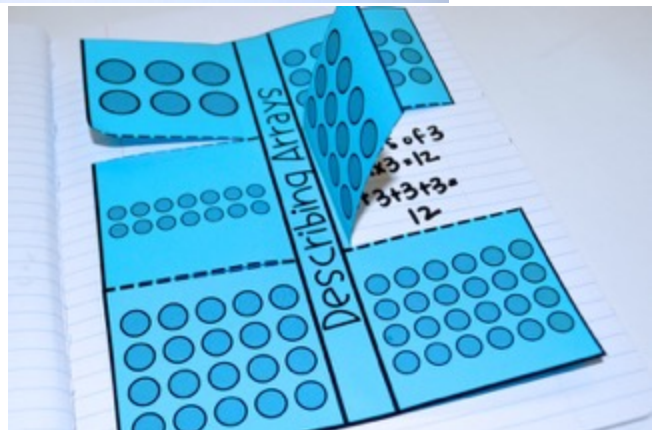
Minilesson: Making Arrays Chart



Activity: An Array of Sunshine



Interactive Notebooks:
Describing Arrays

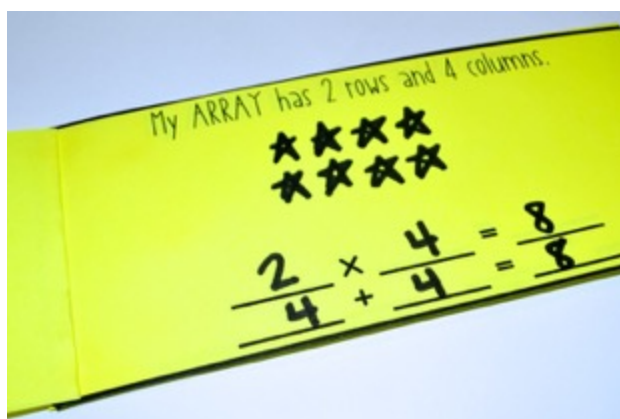
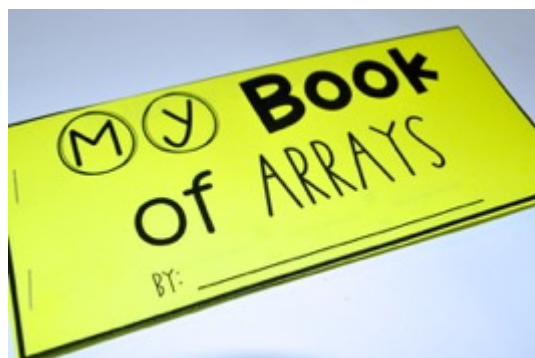


DAY 2

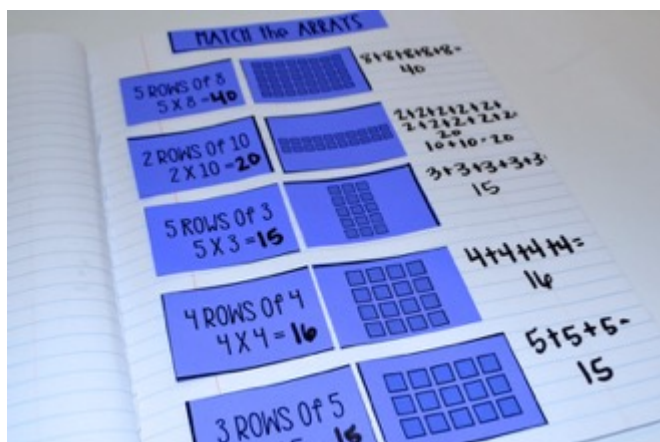
Minilesson: Drawing Arrays



Activity: My Book of Arrays



Interactive Notebooks:
Match the Arrays



DAY 3

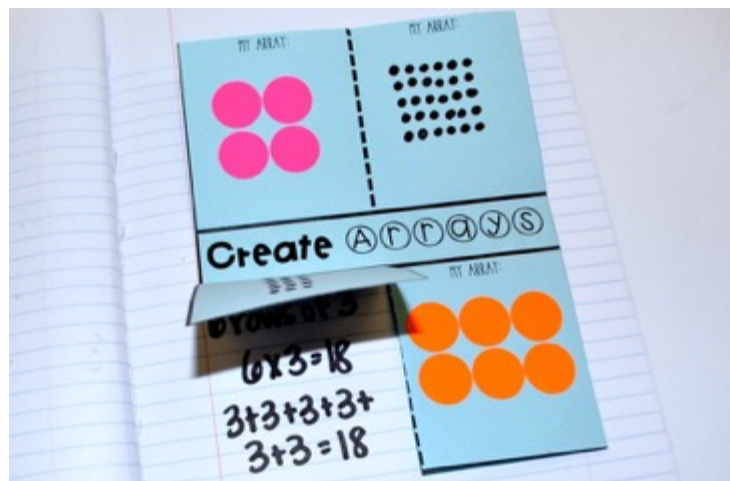
Minilesson: Awesome Array
Pennant Banner



Activity:
Appetizing Arrays

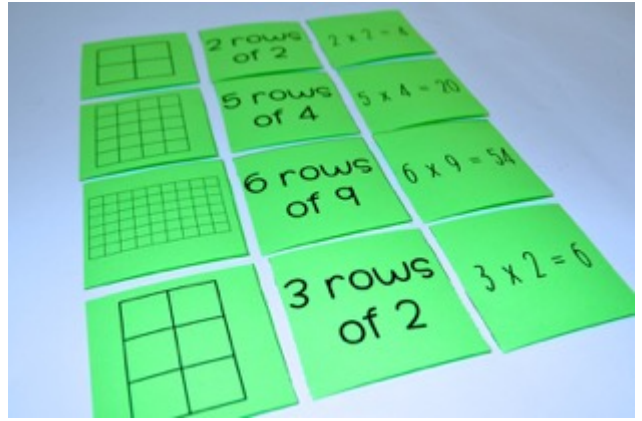


Interactive Notebooks:
Creating Arrays

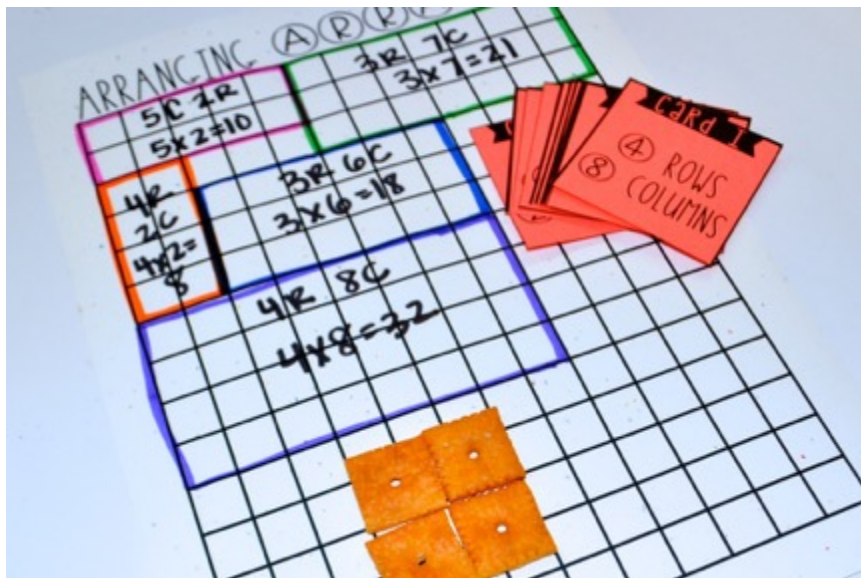


DAY 4

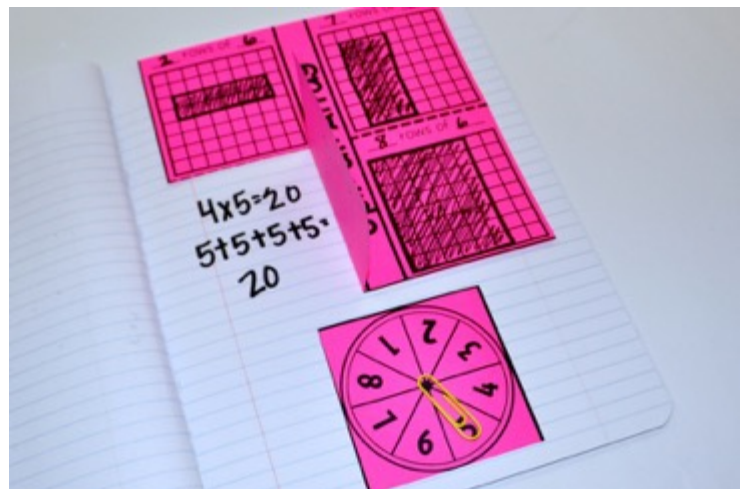
Minilesson: Silent Whole Group Matching Game



Activity: Arranging Arrays

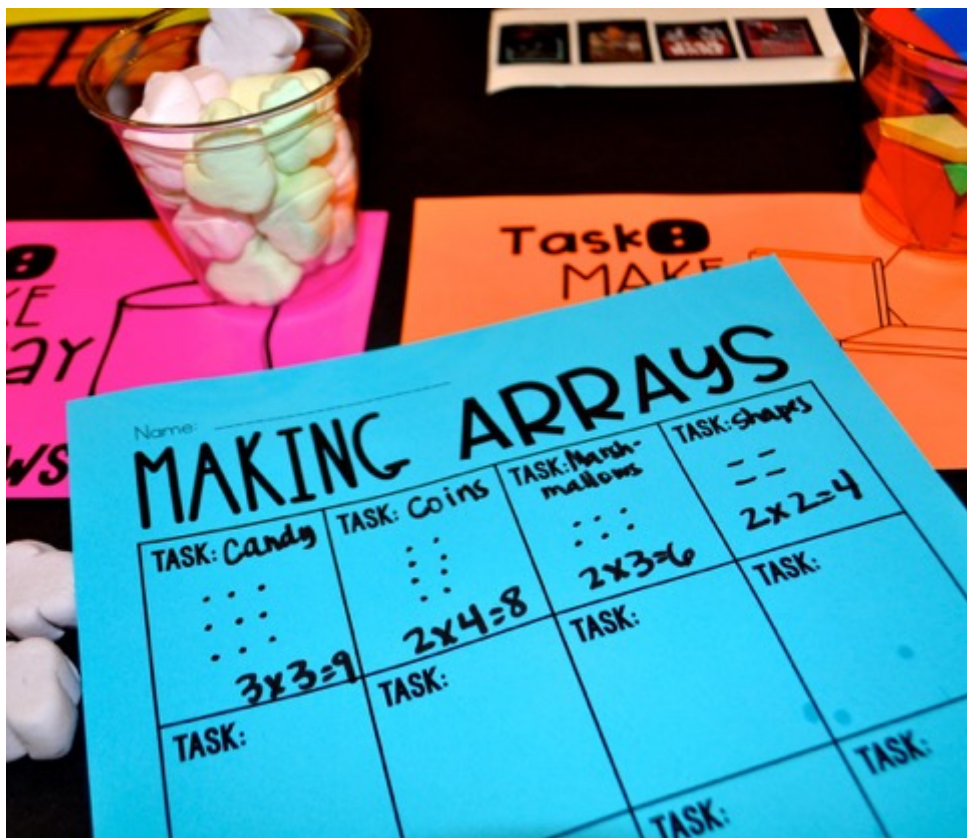


Interactive Notebooks: Spin an Array



DAY 5

Activity: Creating Arrays



WEEK THREE:

division

with equal
groups

WEEK THREE



DAY ONE

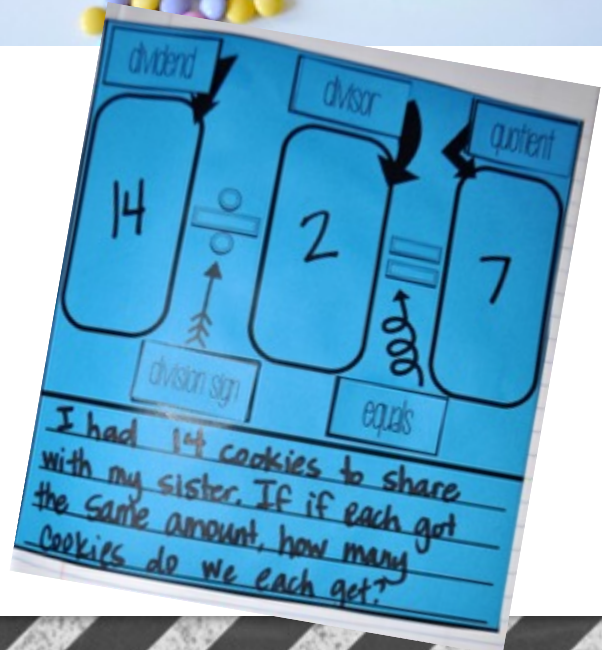
Minilesson: The students are introduced to division.



Activity: The students determine if equal groups can be made with a number.



Interactive Notebooks: The students work to label the parts of a division equation.



DAY TWO

Minilesson: The students work in groups to divide safari men and women equally into jeeps!



Activity: The students hunt for dino eggs and create equal groups into nests.



Interactive Notebooks: The students work to divide dinosaurs into equal groups.



DAY THREE

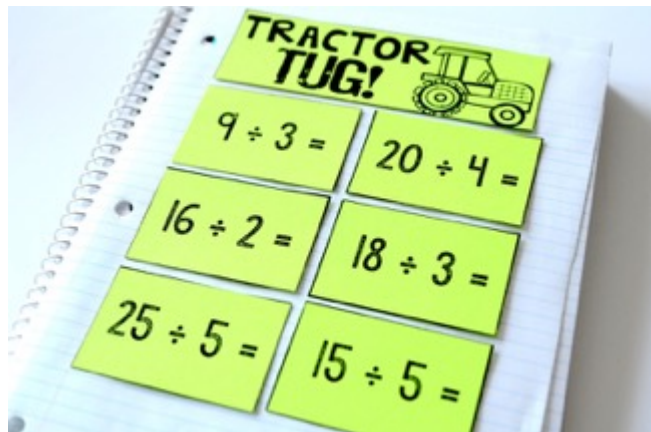
Minilesson: The students are introduced to illustrating equal groups to divide while dividing animals into corrals.



Activity: The students work to corral the cows into equal groups and illustrate their models.



Interactive Notebooks: The students use illustrations to solve division equations.



DAY FOUR

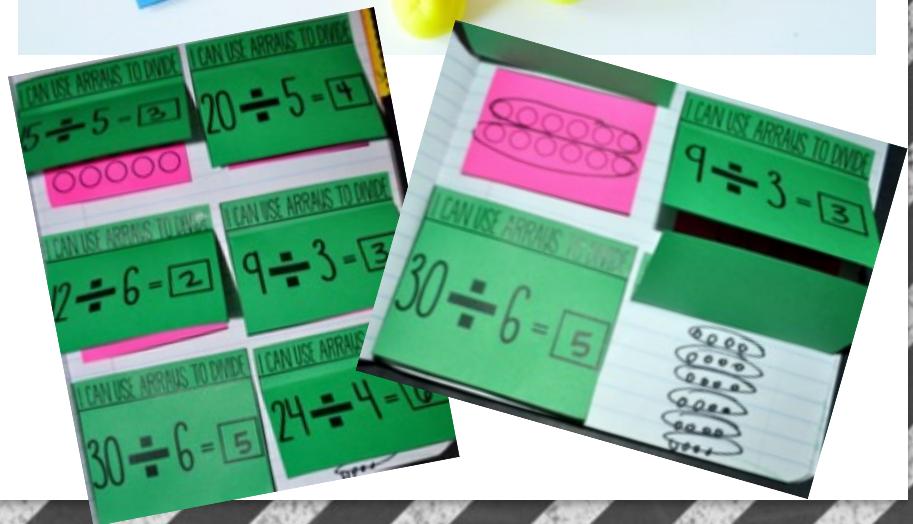
Minilesson: The students learn to construct arrays to solve division equations.



Activity: The students build smashers to demonstrate how to use arrays to solve division equations.



Interactive Notebooks: Match array to the problem and solve.



DAY FIVE

Minilesson: The students are introduced to illustrating arrays to solve division equations.



Activity: The students build and illustrate arrays.



Assessments: The students complete the quick check division assessment.

Name: _____

DIVISION

1. What is the answer to a division called?

- dividend
- quotient
- product

2. What does it mean to divide?

- add up equal groups
- separate into two parts
- splitting into equal groups or parts

3. Solve the problems. Draw models if needed.

$10 \div 5 =$ _____

$21 \div 7 =$ _____


4. Can I share 17 into 4 equal groups?

- yes
- no

5. Illustrate the equation. Then solve $16 \div 4$.


- 3
- 4
- 16
- 8

6. Circle the division equation that matches the array.



- $20 \div 5 = 4$
- $16 \div 4 = 4$
- $12 \div 3 = 4$

8. Write two ways to divide 16 into equal groups.



WEEK FOUR:

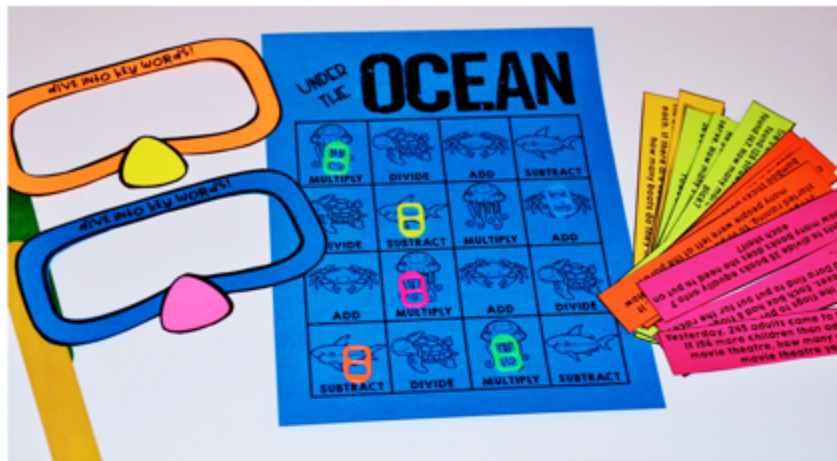
MULT &

div

word

problems

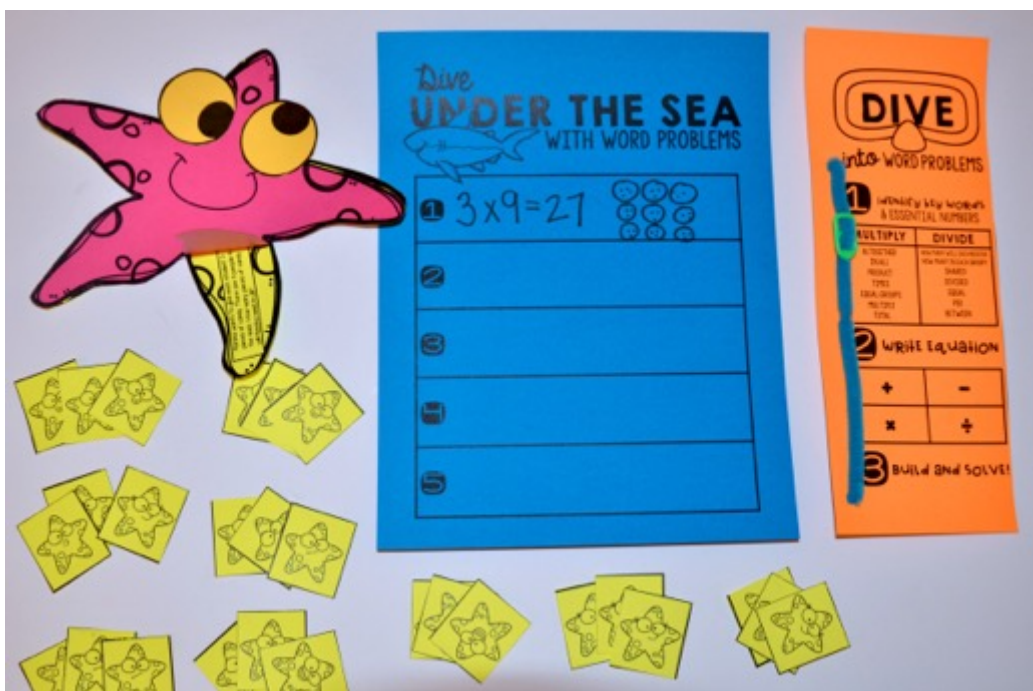
WEEK FOUR



DAY ONE



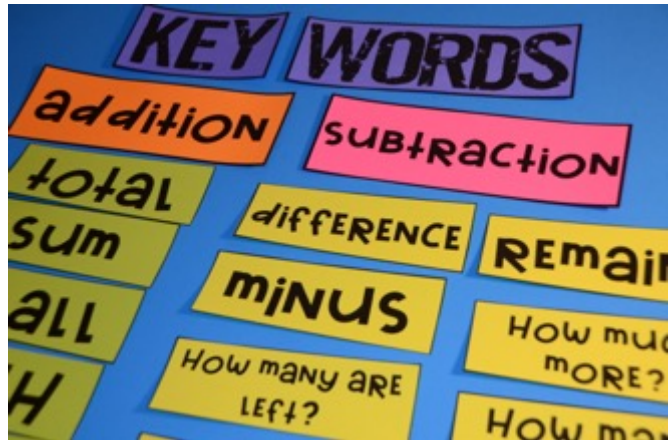
Minilesson: Dive into Word Problems



Activity: Under the Sea With Word Problems

DAY TWO

Minilesson:
Introduce key words and interpreting what the action of the problem should be (multiplication).



Activity:
Students will work to find the key words and interpret the problem. Today they will be working on solving one-step word problems.



DAY THREE



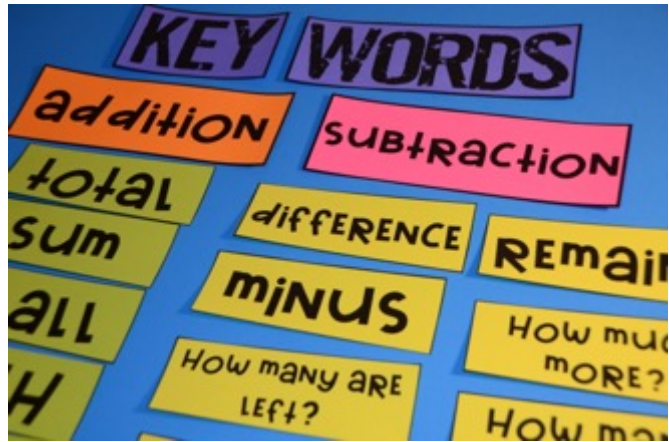
Minilesson: Model the steps of solving word problems as students dive under the sea!



Activity: Students use Goldfish crackers to model word problems and solve.

DAY FOUR

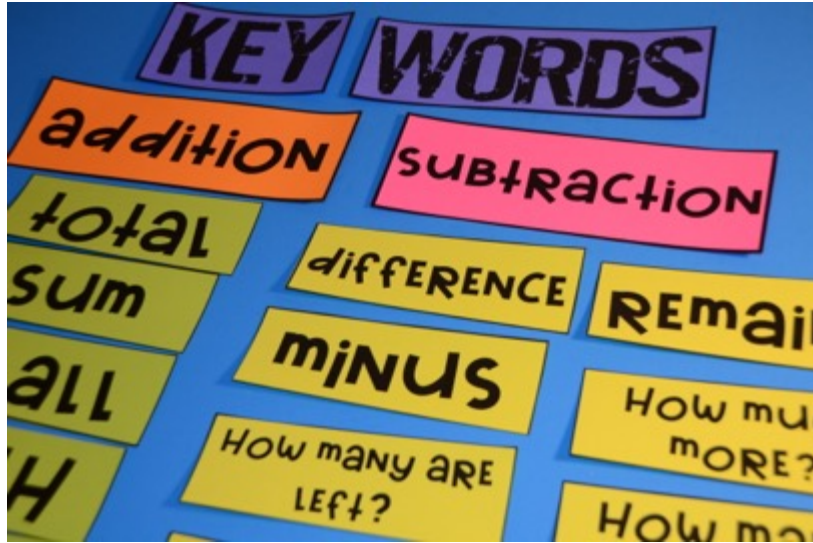
Minilesson:
Introduce key words and interpreting what the action of the problem should be (division).



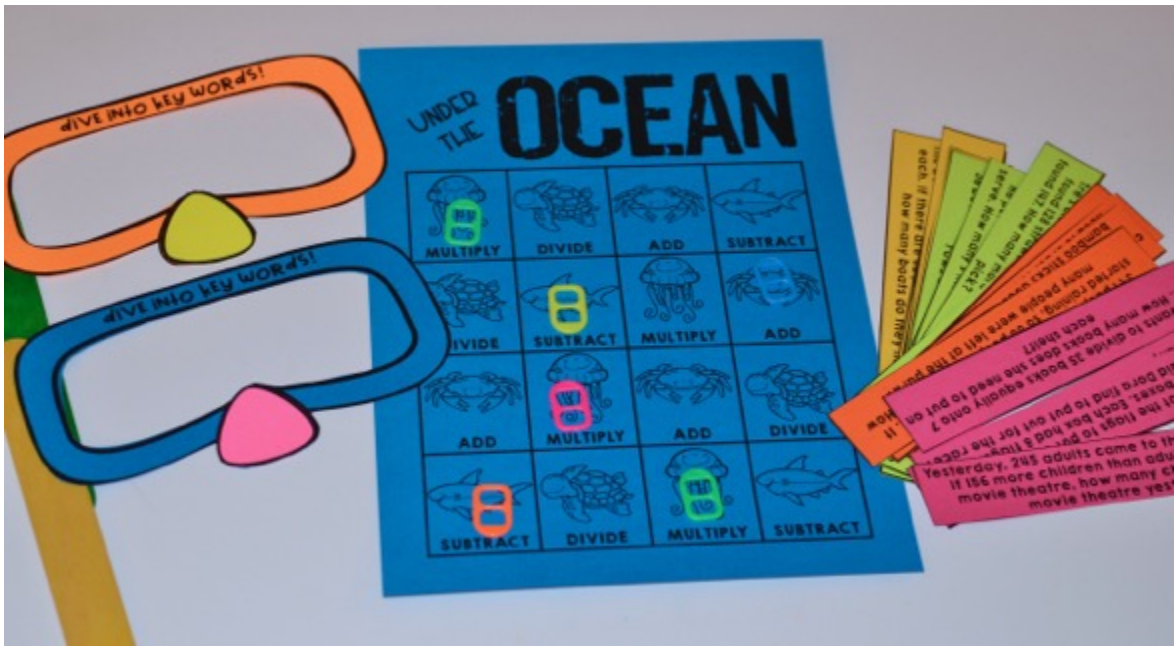
Activity:
Students will work to find the key words and interpret the problem. Today they will be working on solving one-step word problems.



DAY FIVE



Minilesson: Review ALL key words (can use the scuba mask key words)



Activity: Under the Ocean BINGO

MINILESSONS

- Ideas and materials on how to teach the concepts
- Hands On and Fun for students



FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block



INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks



VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

SHARE EQUALLY 

DIVISOR $8 \div 2 = 4$

QUOTIENT $8 \div 2 = 4$

DIVIDE $9 \div 3$ 

RELATED FACTS $12 \div 2 = 6$ & $12 \div 6 = 2$

DIVIDEND $8 \div 2$ 

REPEATED SUBTRACTION $6 \div 2 = 3$ 

PROPERTY $\times 1 = 0$ 

EQUATION $4 \div 2 = 2$

PROPERTY $5 \times 1 = 5$ 

MULTIPLE 3 6 9 12 15 18 21

MULTIPLY $5 = 2$ 

RELATED ADDITION $5 + 5 + 5$ 

ARRAY 

EQUAL GROUPS 

I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

I CAN:



USE DIFFERENT STRATEGIES TO MULTIPLY

SHOW DIVISION AS EQUAL SHARING

$$4 \div 2 = 2$$



USE DIFFERENT STRATEGIES TO DIVIDE

SOLVE ONE-STEP WORD PROBLEMS

JENN HAS TWO FIREFLIES. SHE FOUND THREE MORE. HOW MANY FIREFLIES DOES JENN HAVE ALTOGETHER?



SOLVE MULTI-STEP WORD PROBLEMS

KEENAN HAD FOUR GUMBALLS. HE CHEWED ONE. THEN HIS FRIEND MARK GAVE HIM TWO MORE. HOW MANY GUMBALLS DOES KEENAN HAVE?



CREATE EQUAL GROUPS WHEN MULTIPLYING

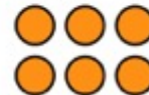
3 GROUPS OF 4



12 total

USE ARRAYS WHEN MULTIPLYING

2 ROWS OF 3



6 total

MODEL A MULTIPLICATION PROBLEM AS REPEATED ADDITION



$$10 + 10 + 10 = 30$$
$$10 \times 3 = 30$$