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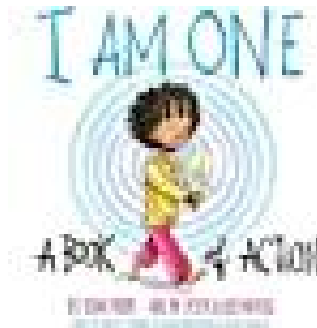LEARNING
STUDIO
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Acts of Kindness

Task

"One is all it takes to start something beautiful." Imagine how many things we could do if we worked together! If everyone in the class completed (*choose grade level appropriate factor*) acts of kindness, how many acts of kindness could we complete? How do you know? Use pictures or numbers to show your thinking. Then use words to explain how you know.

Standards and Learning Targets

Standard 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. *For example, use drawings and equations with a symbol for the unknown number to represent the problem.*

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Learning Target: Multiply two-digit and one-digit or two-digit and two-digit numbers using place-value strategies

Lesson Outline

Anticipate Strategies: Before you begin this lesson, be sure to anticipate the strategies your students might use to multiply using the [Picture Book Problem Monitoring Chart](#).

For example, students might use a base-ten model, repeated addition, a known fact, or partial products depending on grade level and the factors you choose.

Launch: Read aloud I am One, A Book of Action by Susan Verde and Peter H. Reynolds. Ask students to think about what they notice or wonder that could be answered using math. Then pose the task: At the end of the story, the author writes, "I can make one drop in the water...to start ripples...that become swells, then waves, traveling over oceans...across borders and boundaries...landing on distant shores to start a chain reaction, inspire a movement, make a change. One is all it takes to start something beautiful." Imagine how many things we could do if we worked together! If everyone in the class completed (*choose grade level appropriate factor*) acts of kindness, how many acts of kindness could we complete? How do you know? Use pictures or numbers to show your thinking. Then use words to explain how you know.

Acts of Kindness Recording Sheet

Explore: Students work independently or in pairs to figure out how many acts of kindness the class will complete if they each do X acts. Provide students with access to manipulatives such as base-ten blocks. As students work, use the monitoring chart to identify strategies students are using as they solve the problems to help facilitate the discussion. Purposefully select students to share how they solved the problem based on your goals for the lesson.

Summarize: Once students have completed the problem, purposefully select students to share how they found the product. As students share their thinking, create a multiplication anchor chart as you facilitate a discussion that connects the strategies students used to your goal for the lesson. For example, if students are still using base-ten blocks, but you'd like students to begin using a partial products strategy, make specific connections between the two strategies and then explicitly model the partial products strategy.

Extension Ideas: Change the number of acts of kindness

Thank you for using one of our Picture Book Tasks! We would love to know more about your students' strategies when solving the problem, ideas you had for improving the task, and other math problems you and your students noticed or wondered about after reading the book.

Please complete our Picture Book Task Survey so that we can learn more about your experience teaching, how students solve problems, and improve our Picture Book Task Bank.