



DIFFERENTIATION

Supporting the Range of Learners

INTERVENTION Scaffold a Solution If students are not able to use the relationships between the cluster problems and the final problem, point to one of the problems in the cluster and ask questions, such as the following:

If this were your first step to solve the final problem, what else would you still need to do? Do any of the other problems in this set help you figure that out?

EXTENSION Adapt the Task Students who would like a challenge may create their own cluster problems for a multiplication problem that is difficult for them, or they may draw the array representation for the product.

ENGLISH LANGUAGE LEARNERS Partner Talk In preparation for the discussion that will take place during the next session, have students work in pairs to rehearse how they solved Problem 3 on *Student Activity Book* page 35. For students who need support, point to the cluster problems in Problem 3 and ask: **Which of these problems did you use (to find 27×21)? Why did you use it? What is the product? What do you need to do next? Why?** If necessary, write the steps as students dictate or point to information. Then have students practice reading the steps to partners.