# Math ACCESS Lesson

# Title:

Counting Principle (Multiplication Principle)

# Grade level/course:

6<sup>th</sup> -7<sup>th</sup> grade

# Time Frame:

# **Content Objectives:**

- Identify all possible outcomes for a given setting
- Determine the number of outcomes for a given setting

#### Language Objectives:

- Use comparative and superlative adjectives correctly compare.
- Use terms
  - o Pattern
  - o Total
  - $\circ$  possible
  - o generalize
  - condiments
- Use content vocabulary appropriately and accurately.
  - Tree diagram
  - o Outcomes

# **Higher Order Thinking:**

- Generate generalization from a pattern
- Estimate
- Consider all possibilities
- Justify the result of an added condition

# Materials:

- Cut outs of outfits (see handout)
- Subway menu (see handout)

# Initiation:

- 1. Ask students to identify the different ingredients for a subway sandwich
- 2. Ask students to estimate the total possible sandwiches that can be created from the ingredients.

#### **Procedures:**

- 1. Explain that the class will work on simpler problems before returning to the Subway problem students will determine how many outfits can be created from 3 pairs of pants, two shirts, and two pairs of shoes.
- 2. Explain that each group will receive a cut out of each clothing item. They are to record the different outfits that can be created, e.g. light pants, orange shirt, boots.
- 3. Divide class into groups and distribute cutouts.
- 4. Monitor progress. When groups start finishing, transition into discussion.
- 5. Have volunteers share outfits and record on board.
- 6. Ask groups to share their respective total different combinations.
- 7. Discuss that there is a method to get all the outfits a tree diagram.
- 8. Demonstrate but leave the tree incomplete. Have students complete it.
- 9. Monitor work to verify completion and accuracy.
- 10. Complete tree on board. Explain the different outcomes and the number of outcomes.
- 11. Explain that the food network has a recipe for grilled cheese and jelly (the volunteers on the show loved it!). Provide students the following options to make this sandwich.
  - a. Wheat, rye, or white
  - b. Cheddar or American
  - c. Grape or strawberry
- 12. Have the students generate a tree diagram, identify the different combinations, and the number of outcomes.
- 13. Add Swiss cheese and apricot jelly and have them redo the tree digram.
- 14. Discuss the problem that occurs (tree gets too big).
- 15. Have students look at the first grilled cheese tree diagram and in groups have them attempt to determine a short cut for determining the total number of outcomes.
- 16. Discuss as a class (#breads times # cheese times # jellies) and explain this is the Counting Principle.
- 17. Have them use the CP to determine total possible sandwiches with the extra cheese and jelly.
- 18. Have groups compare and contrast the tree diagram method with the CP.
- 19. Discuss as a class.

#### **Closure:**

- **1.** Have students use the Counting Principle to determine how many sandwiches are possible at Subway.
- 2. Have students consider how this changes if the sandwich can be heated assume heating makes it a different sandwich.
  - **a.** Ask the class about heating the sandwich and assume this is a different sandwich.
  - **b.** Have students write quietly how this will change the total number of sandwiches and to justify their answers.
  - c. Discuss.

# **Student Work Products:**

- Tree diagram for outfits and for grilled cheese and jelly sandwiches.
- Practice quiz.

#### Assessment:

• Pop quiz.

#### **Differentiation:**

- Collaboration with individual support from teacher.
- Individual work to monitor progress.
- Formative quiz to assess progress and understanding.







