

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Skip Counting
Focus:	Multiplication

Materials:	
White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	Activity at the end of this lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operation of multiplication.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What do you know about multiplication? When would you use multiplication instead of addition? If addition and subtraction are reciprocal, what is the reciprocal of multiplication? What is skip counting? What are multiples of 6?

Content (the “Meat”)

Problem of the Day	*Activity → Teachable Moment(s) throughout
<p>Six schools want to go on a field trip to a concert. The concert hall holds 275 people. There are three concert times. Arrange the six school groups so that everyone will be able to attend the concert.</p> <p>Fairview: 142 students Jefferson: 160 students Martin: 130 students Johnson: 68 students Washington: 115 student Wilson: 205 students</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p>

Fact Practice	
<p>Addition War</p> <ul style="list-style-type: none"> • Divide students into pairs. Give each pair a deck of cards without face cards and jokers. • Shuffle the deck and divide the cards evenly between the two players • On go, the players turn over the cards at the same time • Students add the 2 numbers that have been turned up • First person to give the answer either wins the cards because the answer is correct, or has to turn over 2 cards because he/she gave the wrong answer • At the end of round, students may reshuffle the pile of cards that they have 	<p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

Consult 4 Kids Lesson Plans

- Play can continue until one player has all cards or time has called


Math Vocabulary

Word for Today: skip counting

Description: The term skip counting is used to describe counting by a number other than 1 and leaving out some of the numbers that don't fit the pattern. One of the most common ways to count is by 10's. We say 10, 20, 30, 40, 50, 60, 70 80, 90, and 100. Another common way to skip count is to count by 5's. Right now think about the numbers you would say if you were skip counting by 5's. Think about what you would say if you were skip counting by 2's.

Create an entry in your Vocabulary Notebook for the term "skip counting".

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">skip counting</p>	<p>My Description</p> <p style="text-align: center;">When you skip count you don't say every number, you would say every third number if you are saying multiples of 3.</p>
<p>Personal Connection</p> <p style="text-align: center;">If I am skip counting by 4s, I would say 4, 8, 12, 16, 20...</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

Activity

Decimals

Multiplication: Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Skip Counting

Directions:

1. Divide students into pairs
2. Give each pair a 100's Chart, a different colored crayola for each player, and 1 6-sided die. **Note:** If player rolls a 1, in this game that counts as a 7.
3. Player one rolls the die. Player counts the pips showing and then skip counts by that number, circling each number with his/her crayon.
4. For example, if player rolls a 4, then he/she would circle 4, 8, 12, 16, 20, 24, 28 32, and so on.
5. Player 2 then takes his/her turn. If he/she rolls the same number as the first player, then he/she may roll again. **Note:** More than one person may circle a number
6. Play is over when time is called (about 15 minutes)

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Four in a Row
Focus:	Multiplication

Materials:

White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks (for erasers)	Activity at the end of this lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operation of multiplication.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What do you know about multiplication? When would you use multiplication instead of addition? If addition and subtraction are reciprocal, what is the reciprocal of multiplication? What is skip counting? What are the first 5 multiples of 8? Of 9? Of 4?

Content (the "Meat")

Problem of the Day

There were 20 cookies on the table this morning. More cookies were added after lunch. Now there are 37 cookies. How many cookies were placed on the table after lunch? Explain your answer.

Fact Practice

Foreheader

1. Divide students into trios. Give each trio a deck of cards without face cards and jokers.
2. Shuffle the deck and give all of the cards to the referee who will be "judging" the contest
3. On go, players are each handed a card by the referee and **WITHOUT** looking, put the card face out on his/her forehead
4. The referee adds the two numbers together and states the answer
5. Each player looks at the other person's exposed number and names his/her own number
6. Person who wins (accuracy and time), collects both cards
7. Play continues until all cards are gone.
8. Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for today: multiples

Description: The term, multiples, refers to the number you get when you multiply numbers together. For example, the multiples of 4 are 4, 8, 12, 16, 20. You would get these numbers by multiplying 4×1 , 4×2 , 4×3 , 4×4 , 4×5 . Knowing the multiples of a number allows you to understand how different numbers are related. For example a common point for the number 3 and 4 are 12, 24, 36 and so on. You can know this if you know what the multiples are.

Create an entry for the word “multiples” in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiples</p>	<p>My Description</p> <p style="text-align: center;">The numbers you get when you multiply by a specific number: 2, 4, 6, 8, 10 are multiples of 2</p>
<p>Personal Connection</p> <p style="text-align: center;">I have socks in multiples of 2.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Multiplication

Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Four In A Row

Directions:

1. Divide players into pairs
2. Give each pair a Four In A Row game board, markers and 1 die (Note: in this game when player rolls a 1 it will be a 7.)
3. Player 1 rolls the die. Any multiple of that number can be marked. For example, if the player rolls a 4, he/she could mark the 4, 8, 12, 16, 20, 24, 28, 32, 36, or 40. Strategically, he/she should mark the multiple that will help them get 4 markers in a row vertically, horizontally, or diagonally.
4. One Player 1 is finished, Player 2 repeats the process
5. Play is over when one player has 4 tokens in a row.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

3rd Grade Four In A Row

1	2	8	6	3	2
2	3	1	5	1	4
4	1	3	2	1	3
4	8	2	1	2	9
2	1	4	2	2	3
3	2	5	6	4	4
3	1	2	3	1	7
1	3	1	2	2	6

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Four in a Row 2
Focus:	Multiplication

Materials:		
White boards	Vocabulary Notebooks	Activity at end of this lesson plan
Crayolas	Socks (erasers for white board)	
Dice	Cards(remove face cards, use the joker as a zero)	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice multiplication.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What do you know about multiplication? When would you use multiplication instead of addition? If addition and subtraction are reciprocal, what is the reciprocal of multiplication? What is skip counting? What are multiples? List multiples of 3; of 6; of 4; of 5.

Content (the "Meat")

Problem of the Day

Find the missing number. How did you find the number?

$$26 - \underline{\hspace{2cm}} = 14$$

Fact Practice

Spokes on a Wheel

1. Divide students into pairs
2. On a white board, student draws a small circle with 9 spokes coming out of it (should look like a bicycle tire)
3. Have students choose to put a 6, 7 or 8 in the center circle
4. Student rolls two dice and adds the pips (dots)
5. Taking this total, student writes a math problem on one of the spokes (eg. 7 is in the circle and students rolls a 3 and 5 which totals 8. The spoke equation would look like $7 + 8 = 15$)
6. Process continues until all spokes have an equation

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for today: multiplication

Description: Multiplication is a term that refers to the idea of repeated addition. In the problem 3×4 , you are really being asked to add $4 + 4 + 4 = 12$ and come up with the answer of 12. While that may be relatively easy when you are repeatedly adding 4, if you have the multiplication problem 347×296 , the thought of adding 347 a total of 296 times is daunting. Multiplication gives you a way to do this in a simplified fashion. Students complete the Vocabulary Notebook for the term “multiplication”.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiplication</p>	<p>My Description</p> <p style="text-align: center;">A fast way to add the same number for a certain number of times.</p>
<p>Personal Connection</p> <p>Multiplication is easier than subtraction.</p>	<p>Drawing</p> <p style="text-align: center;">$5 \times 4 = 20$</p> <p style="text-align: center;">♥♥♥♥♥ ♥♥♥♥♥ ♥♥♥♥♥ ♥♥♥♥♥</p>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Multiplication

Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Four In A Row

Directions:

1. Divide players into pairs
2. Give each pair a Four In A Row game board, markers and 1 die (Note: in this game when player rolls a 1 it will be a 7.)
3. Player 1 rolls the die. Any multiple of that number can be marked. For example, if the player rolls a 4, he/she could mark the 4, 8, 12, 16, 20, 24, 28, 32, 36, or 40. Strategically, he/she should mark the multiple that will help them get 4 markers in a row vertically, horizontally, or diagonally.
4. One Player 1 is finished, Player 2 repeats the process
5. Play is over when one player has 4 tokens in a row.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

3rd Grade Four In A Row

1	2	8	6	3	2
2	3	1	5	1	4
4	1	3	2	1	3
4	8	2	1	2	9
2	1	4	2	2	3
3	2	5	6	4	4
3	1	2	3	1	7
1	3	1	2	2	6

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Multiplication War
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	dice
Socks (for erasers)	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Multiplication is a way of doing repeated addition. You need to know about skip counting and multiples. Turn to a partner and tell them what you know about all three of these things (multiplication, skip counting and multiples).

Content (the "Meat")

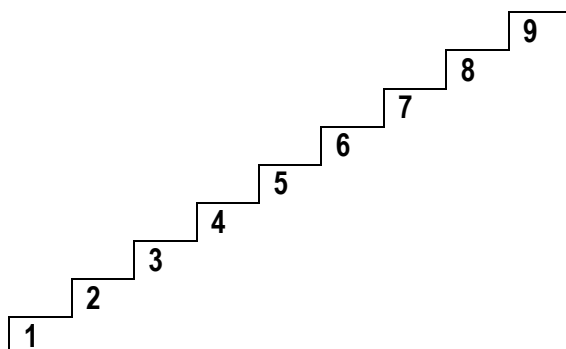
Problem of the Day

Jaci baked 365 cookies this week. She started baking on Tuesday. On Wednesday she baked 153 cookies. On Thursday she baked 145 cookies. How many did she bake on Tuesday? How do you know?

Fact Practice

Addition Ladder

1. Give each student a white board (include marker or crayola)
2. Student should draw a ladder like the one below



3. Have student roll 2 dice, total the pips and then add that number to each of the

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans


numbers in the ladder, writing the sum to the right of the number

Math Vocabulary

Word for Today: repeated addition

Description: The term repeated addition refers to the process of multiplication. It is what we do in a simplified way to make the process easier. It is easier to multiply if you have memorized your multiplication facts. This means that you know them automatically, without thinking. Repeated addition means adding the same number over and over: $3 + 3 + 3 + 3 + 3 + 3 + 3 +$ and so on....

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">repeated addition</p>	<p>My Description</p> <p style="text-align: center;">Add the same number together over and over, $3 + 3 + 3 + 3 + 3 = 3 \times 5$</p>
<p>Personal Connection</p> <p style="text-align: center;">Multiplication is really just repeated addition.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

Activity Multiplication

Multiplication: Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Multiplication War

Directions:

1. Divide students into pairs
2. Give each pair a deck of cards with the face cards, jokers, and 10s removed.
3. Shuffle the cards and deal out all of the cards to the 2 players
4. Simultaneously, players turn over a card and multiply these two numbers together.
5. The player who gets the product correct first, wins both cards.
6. Play is over when one person has all of the cards.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Math Jeopardy
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	Deck of Cards for each pair
Activity at the end of this lesson plan	Socks (use as erasers)

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Multiplication is a way of doing repeated addition. You need to know about skip counting and multiples. Turn to a partner and tell them what you know about all three of these things (multiplication, skip counting and multiples).

Content (the “Meat”)

Problem of the Day

Create a story problem for this number sentence:

$$425 - 345 = 80$$

Fact Practice

Target

1. Divide students into trios
2. Each trio needs a deck of cards without face cards and jokers
3. Place the cards face up in a TicTac Toe Grid
4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1)
5. Each player makes an equation with some or all of the numbers in the grid to equal the target number. Students may add or subtract.
6. Each card may be used only one time in the equation
7. As the cards are being picked up, the player must say the equation aloud—for example if the target card is 10, then I could say $6 + 4 = 10$, and pick up the 6 and the 4.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck
9. Player with the most cards at the end of the game win


Math Vocabulary

Word for today: multiplication facts

Description: The term “multiplication facts” refers to all of the basic multiplication facts, 1 x 1 through 12 x 12. Having those facts committed to memory and knowing them automatically makes the whole process of multiplication easier. There are tables that you can find that will show the answer to each of the facts.

Students should complete the Vocabulary Notebook for the term multiplication facts.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiplication facts</p>	<p>My Description</p> <p style="text-align: center;">Multiplication basics, 3 x 4, 6 x 8, 9 x 2</p>
<p>Personal Connection</p> <p style="text-align: center;">The multiplication facts that make my age are 1 x 12, 2 x 6, and 3 x 4.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

Activity Multiplication

Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Math Jeopardy

Directions:

1. Divide students into pairs
 2. Give each pair a set of Jeopardy Cards and Game Board
 3. Shuffle the Jeopardy Cards and place them to the right of the game board
 4. Player 1 draws a card which is the answer to a multiplication problem
 5. Player 1 then determines which problem on the game board is the correct question for the “answer” on his/her card and places a marker on the problem
 6. Player 2 then plays in the same way
- Game is over when all “questions” are covered.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans3rd Grade Jeopardy Game Board

$2 \times 8 =$	$7 \times 7 =$	$3 \times 5 =$	$4 \times 6 =$	$3 \times 7 =$
$6 \times 6 =$	$6 \times 9 =$	$4 \times 8 =$	$4 \times 9 =$	$5 \times 5 =$
$6 \times 7 =$	$9 \times 5 =$	$3 \times 4 =$	$4 \times 7 =$	$3 \times 9 =$
$5 \times 2 =$	$2 \times 9 =$	$4 \times 5 =$	$4 \times 4 =$	$3 \times 6 =$
$3 \times 8 =$	$6 \times 8 =$	$7 \times 9 =$	$2 \times 4 =$	$6 \times 5 =$

Consult 4 Kids Lesson Plans

3rd Grade Jeopardy Cards

16	49	15	24	21
36	54	32	36	25
42	45	12	28	27
10	18	20	16	18
24	48	63	8	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Math Jeopardy 2
Focus:	Multiplication

Materials:		
White boards	Vocabulary Notebooks	Materials at end of lesson plan
Crayolas	12-sided dice for each pair	
Number Hunt Work Sheet	Socks (for erasers)	

Opening
State the objective
Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.
Gain prior knowledge by asking students the following questions
Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
Multiplication is a way of doing repeated addition. You need to know about skip counting and multiples. Turn to a partner and tell them what you know about all three of these things (multiplication, skip counting and multiples).

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Janice’s mom bought 5 boxes of ice cream bars. Each box contains 6 different bars. How many ice cream bars did Janice’s mom buy?</p>	
Fact Practice	
<p>Number Hunt</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Each pair needs a Number Hunt sheet (attached to this lesson plans) 3. Player rolls two, 12-sided dice. 4. Player adds or subtracts the two numbers. 5. If the number is not yet covered, then player may cover the number. 6. Next player repeats steps 1-3. 7. Winner is determined by who has the most numbers covered. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: product

Description: The term product is used to describe the answer that you get when you multiply 2 numbers together. The product of 3×4 is 12. What is the product of 5×6 ? Of 3×8 ? Of 6×2 ?

Create an entry in your Vocabulary Notebook for the term product.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">product</p>	<p>My Description</p> <p style="text-align: center;">When you multiply numbers you end up with a product as the answer.</p>
<p>Personal Connection</p> <p style="text-align: center;">The product of 7×6 is 42.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Multiplication

Multiplication is actually repeated addition. You add the same number a set number of times and that becomes a multiplication problem. Multiplication is also learning about skip counting. If you count by 2's, you skip every other number. You would say 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on. Those numbers that you say are multiples of 2. If you count by 5's you say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 those are the multiples of 5 and when you count by 3's you would say 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 and those are the multiples of 3s.

Math Jeopardy

Directions:

1. Divide students into pairs
2. Give each pair a set of Jeopardy Cards and Game Board
3. Shuffle the Jeopardy Cards and place them to the right of the game board
4. Player 1 draws a card which is the answer to a multiplication problem
5. Player 1 then determines which problem on the game board is the correct question for the "answer" on his/her card and places a marker on the problem
6. Player 2 then plays in the same way
7. Game is over when all "questions" are covered

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Number Hunt

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number Hunt

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Consult 4 Kids Lesson Plans

$2 \times 8 =$	$7 \times 7 =$	$3 \times 5 =$	$4 \times 6 =$	$3 \times 7 =$
$6 \times 6 =$	$6 \times 9 =$	$4 \times 8 =$	$4 \times 9 =$	$5 \times 5 =$
$6 \times 7 =$	$9 \times 5 =$	$3 \times 4 =$	$4 \times 7 =$	$3 \times 9 =$
$5 \times 2 =$	$2 \times 9 =$	$4 \times 5 =$	$4 \times 4 =$	$3 \times 6 =$
$3 \times 8 =$	$6 \times 8 =$	$7 \times 9 =$	$2 \times 4 =$	$6 \times 5 =$

Consult 4 Kids Lesson Plans

3rd Grade Jeopardy Cards

16	49	15	24	21
36	54	32	36	25
42	45	12	28	27
10	18	20	16	18
24	48	63	8	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Fact Family Go Fish
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	deck of cards, no face cards or jokers for math fact practice
Activity at the end of the lesson plan	Socks (use as erasers)

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Multiplication and division are reciprocal processes. Multiplication is a simplified way of adding the same number repeatedly. Division is like doing the same thing but with subtraction. What are multiples of 3? What are multiples of 7? What are multiples of 4? What are multiples of 10?

Content (the "Meat")

Problem of the Day

Joey has 10 white socks, 2 brown socks, and 14 red socks. If he grabs a sock without looking, which color is most likely to be picked? Which color is least likely to be picked? Which colors are equally likely to be picked? Explain your answers.

Fact Practice

Draw!

1. Divide students into pairs and give each pair a deck of cards
2. Remove the face cards and jokers from the deck of cards.
3. Shuffle the deck.
4. Decide who will go first.
5. First player draws two cards.
6. Student adds or subtracts the cards.
7. Student writes his/her problem on the white board, writing a complete number sentence.
8. Students take turns drawing cards and creating problems.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: factors

Description: The term factor is used to describe the numbers that you multiply together in a multiplication problem to get a product. Some numbers have quite a few factors while others only have 2. For example, 7 has only two factors: 1 and 7. However 36 has many factors: 1, 36, 2, 18, 3, 12, 3, 9, 6 and 6. Name some other numbers that have only two factors (1 and themselves) and some that have more than those two factors.

Have student complete his/her Vocabulary Notebook for the term “factors”.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">factors</p>	<p>My Description</p> <p style="text-align: center;">The numbers you multiply together to get a product.</p>
<p>Personal Connection</p> <p style="text-align: center;">My age is the product of 2 factors: 2 and 5.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

Activity Multiplication

Multiplication and Division are reciprocal actions. When you multiply the reverse of that operation is division. This creates families of facts. For example: $6 \times 9 = 54$, $9 \times 6 = 54$, $54 \div 6 = 9$ and finally $54 \div 9 = 6$. It is important that as you focus on learning your multiplication facts that you learn the entire family. There are a total of 100 multiplication fact problems and 100 division fact problems, but when you learn them as a family, instead of 200 problems you are really learning about 50. So practicing the fact families makes sense.

Fact Family Go Fish

Directions:

1. Divide students into trios
2. Give each trio a deck of Go Fish Fact Family Cards
3. Shuffle the cards
4. Deal 5 cards to each player and place the remainder in the middle
5. Players look for any matches (it takes 4 cards to match— $3 \times 2 = 6$, $2 \times 3 = 6$, $6 \div 3 = 2$, and $6 \div 2 = 3$).
6. Player 1 then asks one of the other players for a fact family match—saying “Do you have a fact family card for $3 \times 2 = 6$? The specific player asked must give any matching card to the Player asking.
7. If Player 1 gets a match then he/she may ask again, if not, then he/she must go fish.
8. Player 2 and Player 3 continue in the same way
9. Game is over when all cards are matched

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

3rd Grade Fact Family Go Fish

$2 \times 8 =$	$8 \times 2 =$	$16 \div 2 = 8$	$16 \div 8 = 2$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$4 \times 6 = 24$	$6 \times 4 = 24$	$24 \div 4 = 6$	$24 \div 6 = 4$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$

Consult 4 Kids Lesson Plans

$6 \times 9 = 54$	$9 \times 6 = 54$	$54 \div 6 = 9$	$54 \div 9 = 6$
$4 \times 8 = 32$	$8 \times 4 = 32$	$32 \div 4 = 8$	$32 \div 8 = 4$
$4 \times 9 = 36$	$9 \times 4 = 36$	$36 \div 4 = 9$	$36 \div 9 = 4$
$6 \times 7 = 42$	$7 \times 6 = 42$	$42 \div 6 = 7$	$42 \div 7 = 6$

Consult 4 Kids Lesson Plans

$9 \times 5 = 45$	$5 \times 9 = 45$	$45 \div 9 = 5$	$45 \div 5 = 9$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$4 \times 7 = 28$	$7 \times 4 = 28$	$28 \div 4 = 7$	$28 \div 7 = 4$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$

Consult 4 Kids Lesson Plans

$5 \times 2 = 10$	$2 \times 5 = 10$	$10 \div 5 = 2$	$10 \div 2 = 5$
$2 \times 9 = 18$	$9 \times 2 = 18$	$18 \div 2 = 9$	$18 \div 9 = 2$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$6 \times 8 = 48$	$8 \times 6 = 48$	$48 \div 6 = 8$	$48 \div 8 = 6$

Consult 4 Kids Lesson Plans

$7 \times 9 = 63$	$9 \times 7 = 63$	$63 \div 7 = 9$	$63 \div 9 = 7$
$2 \times 4 = 8$	$4 \times 2 = 8$	$8 \div 2 = 4$	$8 \div 4 = 2$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Fact Family Go Fish 2
Focus:	Multiplication

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes
Activity at the end of this lesson plan	Socks (use for erasers)

Opening

State the objective

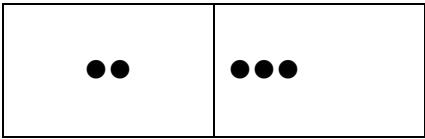
Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

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Content (the "Meat")

Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Joe has 1 \$5.00 bill, eight \$1.00 bills, and 6 quarters. If he buys a game that costs \$9.55 how much money will he have left? How do you know?</p>	
Fact Practice Spots and Dots	
<p>There is a master of Double 9 Dominos attached to this lesson plan. You will need 1 full set for each pair of students in your class. It is recommended that you duplicate on card stock and if possible, laminate for use again in the future.</p> <p>Players sit across from each other. Dominoes are between them, face (or spots) down. Each student draws a domino and writes the addition problem on their white board, adding the numbers represented by the spots Example: Domino drawn is</p>	
	

Consult 4 Kids Lesson Plans

Addition: $2 + 3 = 5$										
Math Vocabulary		<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.</p>								
<p>Math term: quotient Description: The term quotient refers to the answer in a division problem. In addition the answer is called the sum; in subtraction the difference; the product in multiplication; and quotient in division. Create an entry for the word quotient in your Vocabulary Notebook. Vocabulary Notebook Sample:</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">New Word</td> <td style="padding: 5px;">My Description</td> </tr> <tr> <td style="text-align: center; padding: 10px;">quotient</td> <td style="text-align: center; padding: 10px;">Answer in a division problem</td> </tr> </table>	New Word		My Description	quotient	Answer in a division problem	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Personal Connection</td> <td style="padding: 5px;">Drawing</td> </tr> <tr> <td style="padding: 10px;">The quotient of the problem $12 \div 6 =$ is 2.</td> <td style="text-align: center; padding: 10px;"> $12 \div 6 = 2$ <div style="text-align: center;">↓</div> </td> </tr> </table>	Personal Connection	Drawing	The quotient of the problem $12 \div 6 =$ is 2.	$12 \div 6 = 2$ <div style="text-align: center;">↓</div>
New Word	My Description									
quotient	Answer in a division problem									
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Activity Multiplication										
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Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

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4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



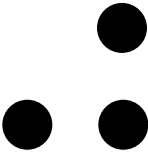
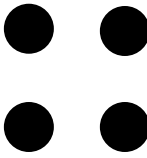
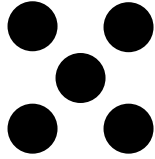
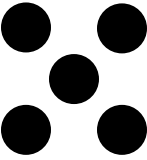
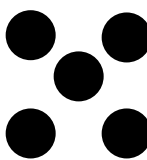
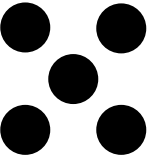
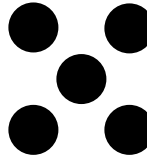
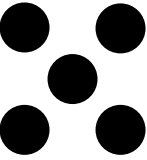
Double 9 Dominoes



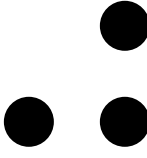
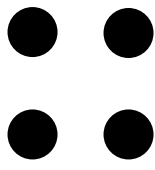
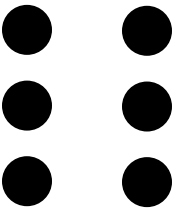
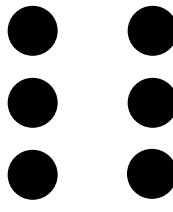
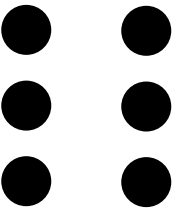
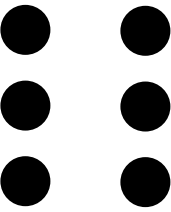
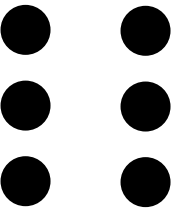
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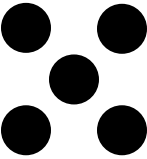
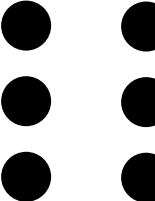


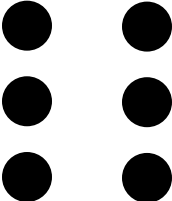
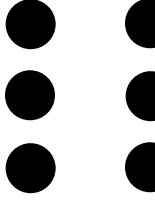
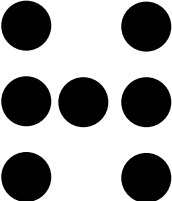
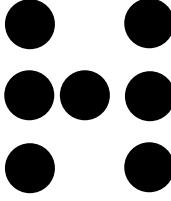
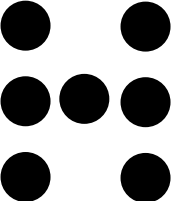
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Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Do not use				
Do not use				

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans3rd Grade Fact Family Go Fish

$2 \times 8 =$	$8 \times 2 =$	$16 \div 2 = 8$	$16 \div 8 = 2$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$4 \times 6 = 24$	$6 \times 4 = 24$	$24 \div 4 = 6$	$24 \div 6 = 4$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$

Consult 4 Kids Lesson Plans

$6 \times 9 = 54$	$9 \times 6 = 54$	$54 \div 6 = 9$	$54 \div 9 = 6$
$4 \times 8 = 32$	$8 \times 4 = 32$	$32 \div 4 = 8$	$32 \div 8 = 4$
$4 \times 9 = 36$	$9 \times 4 = 36$	$36 \div 4 = 9$	$36 \div 9 = 4$
$6 \times 7 = 42$	$7 \times 6 = 42$	$42 \div 6 = 7$	$42 \div 7 = 6$

Consult 4 Kids Lesson Plans

$9 \times 5 = 45$	$5 \times 9 = 45$	$45 \div 9 = 5$	$45 \div 5 = 9$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$4 \times 7 = 28$	$7 \times 4 = 28$	$28 \div 4 = 7$	$28 \div 7 = 4$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$

Consult 4 Kids Lesson Plans

$5 \times 2 = 10$	$2 \times 5 = 10$	$10 \div 5 = 2$	$10 \div 2 = 5$
$2 \times 9 = 18$	$9 \times 2 = 18$	$18 \div 2 = 9$	$18 \div 9 = 2$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$6 \times 8 = 48$	$8 \times 6 = 48$	$48 \div 6 = 8$	$48 \div 8 = 6$

Consult 4 Kids Lesson Plans

$7 \times 9 = 63$	$9 \times 7 = 63$	$63 \div 7 = 9$	$63 \div 9 = 7$
$2 \times 4 = 8$	$4 \times 2 = 8$	$8 \div 2 = 4$	$8 \div 4 = 2$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Which Is Larger?
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	dice (6-sided and 12-sided for each pair)
Socks (for erasers)	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. We have spent several days working with multiplication. What do you know about multiplication? What do you know about division? What is a quotient? What is a product? What is skip counting? What is repeated addition? When would it make sense to use multiplication in the real world?

Content (the “Meat”)

Problem of the Day

Joe needs to add 8 buttons to each of 9 shirts. How many buttons will she need in all? Write a number sentence and draw a picture of your answer.

Fact Practice Fact Family

A Fact Family is 3 numbers which have a relationship in addition and subtraction. For example, the number 9, 4, and 13 have a particular relationship in math. This family has four members:

$$9 + 4 = 13$$

$$4 + 9 = 13$$

$$13 - 9 = 4$$

$$13 - 4 = 9$$

Students should roll 2 dice and create a Fact Family by writing the members of the family on the white board. Student should roll a total of 5 times, creating 5 Fact Families

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.


Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: divisor

Description: The term divisor refers to the number that is divided into another number. In the problem 48 divided by 6, the divisor is 6. This is one way that the problem could be written: $48 \div 6 =$. What is the divisor in the following problems: $56 \div 8$, $4 \div 8$, and $12 \div 3$. Create an entry in your Vocabulary Notebook for the term divisor.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">divisor</p>	<p>My Description</p> <p style="text-align: center;">Multiplication, product, factor, division, dividend, divisor, quotient</p>
<p>Personal Connection</p> <p>When we have pizza and it has 10 pieces and there are 5 of us, 5 is the divisor.</p>	<p>Drawing</p> <div style="text-align: center;">  <p>$10 \div 5 = 2$</p> </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

**Activity
Multiplication**

The best way to learn your multiplication facts is to practice, practice, practice. The more you practice the easier it gets.

Which Is Larger

Directions:

1. Divide students into pairs
2. Give each pair a deck of cards with the jokers and face cards removed
3. Shuffle the deck and place it in the center of the players
4. Player 1 draws two cards, multiplies the numbers and says the product
5. Player 2 does the same
6. Players then compare the products, the player with the greater product wins the cards
7. Play continues until all of the cards are with one player or until time is called.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Which Is Larger? 2
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	Deck of cards
Socks (use as erasers)	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. We have spent several days working with multiplication. What do you know about multiplication? What do you know about division? What is a quotient? What is a product? What is skip counting? What is repeated addition?

Content (the "Meat")

Problem of the Day

Tony has 7 equal groups of marbles. If he has 56 marbles altogether, how many marbles are in each group? Solve the problem by writing a number sentence.

Fact Practice

Bump It Up! Add A Zero

1. Divide students into pairs
2. Give each pair a white board and a deck of cards (without face cards, jokers, or 10s)
3. The object of this fact practice is to sum numbers until you reach 1,000.
4. Student draws 2 cards, adds the value of the cards together, multiplies by ten and writes the total on the sheet.
5. It is not the other person's turn to do the same
6. When play returns to the first player, the process is repeated, although this time, the totals are added together.
7. First person to 1,000 wins.
8. Example: Player draws a 7 and a 4. Total is 11. Multiply by 10 (add the zero) equals 110. Next turn, player draws a 3 and a 2 which totals 5. Multiply by 10 and I now add 50 to 110 for a total of 160.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: dividend

Description: The term dividend refers to the number that you divide the divisor into. The dividend represent the total number that you have that you are going to separate into equal groups. In the problem 48 divided by 6, the number 48 is the dividend. It can be written this way: $48 \div 6 = 8$. What is the dividend in these problems: $72 \div 9$; $14 \div 7$; and $27 \div 3$?

Create the entry for the term “dividend” in the Vocabulary Notebook with a peer.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">dividend</p>	<p>My Description</p> <p style="text-align: center;">When you divide, the dividend is the total that you start with</p>
<p>Personal Connection</p> <p style="text-align: center;">I have 96 cupcakes that I am dividing between 24 people; each one will get 4. 96 is the dividend in my problem.</p>	<p>Drawing</p> <p style="text-align: center; color: red; font-size: 1.5em;">$96 \div 24 = 4$</p>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Multiplication

The best way to learn your multiplication facts is to practice, practice, practice. The more you practice the easier it gets.

Which Is Larger

Directions:

1. Divide students into pairs
2. Give each pair a deck of cards with the jokers and face cards removed
3. Shuffle the deck and place it in the center of the players
4. Player 1 draws two cards, multiplies the numbers and says the product
5. Player 2 does the same
6. Players then compare the products, the player with the greater product wins the cards
7. Play continues until all of the cards are with one player or until time is called.

Note: When all cards have been drawn the individual player may shuffle his cards and continue to play.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3 rd Grade
Lesson Title:	Student Activity Choice
Focus:	Review

Materials:

Game Boards and materials from this week.

Prizes (these can be time, a leadership role, opportunities to be the “teacher”

Opening

State the objective

Today we are going to have fun playing a game. Students will be able to choose from the games learned in the past two weeks.

Content (the “Meat”)

teams

Activity

Today is review day. Students will be able to select from the Multiplication Games you played for the last 10 days. Ask students to select from:

- Skip Counting**
- Four in a Row**
- Multiplication War**
- Jeopardy**
- Go Fish**
- Which Is Larger?**

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.