Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Product Practice
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 4?

Content (the "Meat")	
Problem of the Day If Randy sold 34 T-Shirts and Martha sold 53 T-Shirts, how many shirts did Betty sell if she sold more T-Shirts than Randy but less than Martha? Which of the following numbers of shirts sold is possible? Explain how you know. **30, 60, 49, 55**	***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.
Fact Practice **Addition War** • 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 • Play can continue until one player has all cards or time has called	
Math Vocabulary	It is important to review

Consult 4 Kids Lesson Plans

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 3's.

Review the entry in your Vocabulary Notebook for the term "skip counting". Share with a friend what the term means. Give an example.

Vocabulary Notebook Sample:

New Word	My Description
skip counting	When you skip count you don't say every number, you would say every third number if you are saying multiples of 3.
Personal Connection	**Drawing**
If I am skip counting by 4s, I would say 4, 8, 12, 16, 20…	

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 repeated addition. It is counting by numbers like 3, 4, 6, 7, 8, and 9 (you already know how to count by 2's, 5's, and 10's). It is adding the same number over and over. In the problem 3 x 5 = you are being asked to add 3 to itself 5 times. You could do that by saying 3 + 3 + 3 + 3 + 3 =15. You could also get that by saying the first five multiples of 3 which are
3, 6, 9, 12, 15. The answer to 3 x 5 is 15. The reason we memorize these facts is so our brain can be thinking about other things that will be involved in the multiplication work we are doing.

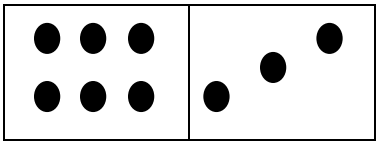
Write several problems on the board and have students provide the answer to the problems.

Product Practice

Directions:

1. Divide students into pairs.
2. Give each pair a set of Double 6 or Double 9 Dominoes.
3. Place dominoes face down between the pair.
4. Player 1 draws a domino and multiplies the dots on either end, saying the product.

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.



5. If the student drew this domino, the problem would be 6 x 3 for an answer of 18.
6. If Player gives the correct answer (within 15 seconds), he/she keeps the domino and Player 2 takes his/her turn. If Player cannot provide the answer, then the domino is returned to the pile.

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:	3rd Grade
Lesson Title:	Product Practice 2
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

Solve this number sentence:

467 + 389 =

Write a story to go with it.

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 3 are 3, 6, 9 12, 15, 18, 21. You would get these numbers by multiplying 3 x 1, 3 x 2, 3 x 3, 3 x 4, 3 x 5, 3 x 6, 3 x 7.. Knowing the multiples of a number allows you to understand how different numbers are related. For example a common point for the numbers 3 and 4 are 12, 24, 36 and so on. You can know this if you know what the multiples are.

Review the entry for the word "multiples" in your Vocabulary Notebook. Talk with a friend about the term. Give an example of multiples.

Vocabulary Notebook Sample:

New Word	My Description
multiples	The numbers you get when you multiply by a specific number: 2, 4, 6, 8, 10 are multiples of 2
Personal Connection	**Drawing**
I have socks in multiples of 2.	

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

Multiplication is repeated addition. It is counting by numbers like 3, 4, 6, 7, 8, and 9 (you already know how to count by 2's, 5's, and 10's). It is adding the same number over and over. In the problem 3 x 5 = you are being asked to add 3 to itself 5 times. You could do that by saying 3 + 3 + 3 + 3 + 3 =15. You could also get that by saying the first five multiples of 3 which are
3, 6, 9, 12, 15. The answer to 3 x 5 is 15. The reason we memorize these facts is so our brain can be thinking about other things that will be involved in the multiplication work we are doing.

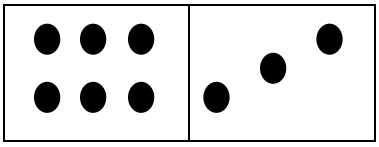
Write several problems on the board and have students provide the answer to the problems.

Product Practice
Directions:

1. Divide students into pairs.
2. Give each pair a set of Double 6 or Double 9 Dominoes.

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.

3. Place dominoes face down between the pair.
4. Player 1 draws a domino and multiplies the dots on either end, saying the product.



5. If the student drew this domino, the problem would be 6 x 3 for an answer of 18.
6. If Player gives the correct answer (within 15 seconds), he/she keeps the domino and Player 2 takes his/her turn. If Player cannot provide the answer, then the domino is returned to the pile.
7. Play is over when one player has 4 tokens in a row.

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:	3rd Grade
Lesson Title:	What's the Product?
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? When you add you start with the numbers in the ones column. Where do you think you would start when you are multiplying numbers that have more than one digit. Write a recipe for multiplication of 2 digits by 1 digit.

Content (the "Meat")	
Problem of the Day Sally surveyed her friends and discovered the following: Judy's, Joni's, and Jessica's favorite color is green. Mark 's and Jordan's favorite color is blue. Jack's, Lorna's, and Mollie's favorite color is purple. Sally's and Mary's favorite color is pink. What is the best way for Sally to show the results of her survey?	***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.
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	

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 x 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 x 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.

Review your Vocabulary Notebook entry for the term "multiplication". Talk with a partner about the term. Share with them when you would use multiplication.

Vocabulary Notebook Sample:

New Word	**My Description**
multiplication	A fast was to add the same number for a certain number of times.
Personal Connection	**Drawing**
Multiplication is easier that subtraction.	5 x 4 = 20 ♥♥♥♥♥ ♥♥♥♥♥ ♥♥♥♥♥ ♥♥♥♥♥

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

Learning the multiplication facts makes it easier to do multiplication problems that look like this:

$$\begin{array}{r} 32 \\ \times\ 4 \\ \hline \end{array}$$

This problem is an example of two digits (the 32) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 2 x 4 which equals 8 and you write the 8 in the ones place. (If the product was a two digit number, the number in the ones place would be written in the ones place, and the number in the tens place will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. The whole number is written because there are no digits in the hundreds place.

$$\begin{array}{r} 32 \\ \times\ 4 \\ \hline 128 \end{array}$$

Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems.

What's The Product?

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

Directions: 1. Divide students into pairs. 2. Give each pair a What's The Product? game board and deck of cards, white board, and some sort of marker. 3. Shuffle the cards and place face down next to the game board. 4. Player 1 draws the top card, completes the multiplication, finds the answer on the game board and covers it with a token. 5. Player 2 continues in the same manner 6. Game is over when all products are covered.	

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—What's The Product?

12 x 3	64 x 2	70 x 7	81 x 6	57 x 1	40 x 8
24 x 2	30 x 9	71 x 5	80 x 6	10 x 6	42 x 3
71 x 6	25 x 1	52 x 3	50 x 4	36 x 1	71 x 8
21 x 6	11 x 5	71 x 8	66 x 1	30 x 6	24 x 2
11 x 5	54 x 2	63 x 2	91 x 3	42 x 4	32 x 3

Consult 4 Kids Lesson Plans

3rd Grade What's The Product Game Board

96	168	273	126		55
36		48	270		128
48	180	66	568	55	126
490		355	480		486
426	25	156	200	36	568
328		60	126	108	57

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	What's the Product? 2
Focus:	Multiplication

Materials:

White boards
Crayolas
Socks (for erasers)
Vocabulary Notebooks
dice

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? When you multiply a 2 digit number, which number do you start with? How do you know? What do you multiply second? How is this like addition?

Content (the "Meat")

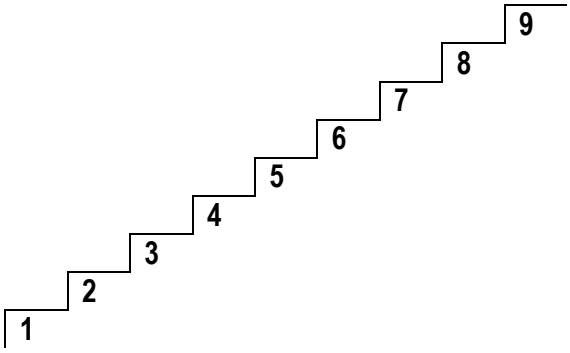
Problem of the Day

Joe has been on the basketball team for 49 days. Lee has been on the team for 5 weeks and 3 days. Josh has been on the basketball team for 8 weeks. Who's been on the team the longest? Who's been on the team the shortest amount of time?

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.

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….

Review your entry for repeated addition and explain to a partner why multiplication is much easier.

Vocabulary Notebook Sample:

New Word	My Description
repeated addition	Add the same number together over and over, 3 + 3 + 3 + 3 + 3 = 3 x 5
Personal Connection	**Drawing**
Multiplication is really just repeated addition.	

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

Learning the multiplication facts makes it easier to do multiplication problems that look like this:

$$\begin{array}{r} 32 \\ \times\ 4 \\ \hline \end{array}$$

This problem is an example of two digits (the 32) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 2 x 4 which equals 8 and you write the 8 in the ones place. (If the product was a two digit number, the number in the ones place would be written in the ones place, and the number in the tens place will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. The whole number is written because there are no digits in the hundreds place.

$$\begin{array}{r} 32 \\ \times\ 4 \\ \hline 128 \end{array}$$

Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems.

What's The Product?

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.

Directions: 1. Divide students into pairs. 2. Give each pair a What's The Product? game board and deck of cards, white board, and some sort of marker. 3. Shuffle the cards and place face down next to the game board. 4. Player 1 draws the top card, completes the multiplication, finds the answer on the game board and covers it with a token. 5. Player 2 continues in the same manner 6. Game is over when all products are covered.	

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)
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Consult 4 Kids Lesson Plans

3rd Grade—What's The Product?

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Consult 4 Kids Lesson Plans

3rd Grade What's The Product Game Board

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328		60	126	108	57

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Simply Multiply
Focus:	Multiplication

Materials:

White boards
Crayolas
Activity at the end of this lesson plan
Vocabulary Notebooks
Deck of Cards for each pair
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. When you are adding, if a pair of numbers adds up to more than a single digit, what do you do? How could you apply that information to multiplication?

Content (the "Meat")

Problem of the Day

Josh collected 1,567 cans. Mark collected 1,672 cans. How many cans did they collect together? How do you know?

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.
8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck

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.

9. Player with the most cards at the end of the game win

Math Vocabulary

Word for today: regrouping

Description: Regrouping is a mathematical term that describes what you do when you have a total that is more ones, tens, hundreds, etc. than nine. If you have a total that is more units than nine, the part of the number that is in the tens place (or hundreds, or wherever it may be) **MUST** be moved to that column.

Review your Vocabulary Notebook for the term regrouping. Discuss this process with your friend.

Vocabulary Notebook Sample:

New Word	**My Description**
regroup	Getting digits in a math problem to be in the place value column correctly
Personal Connection	**Drawing**
When you multiply 58 x 3, 3 x 8 = 24, you must regroup and move the 2 to the tens column and be ready to add it in.	58 X3 174

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

Learning the multiplication facts makes it easier to do multiplication problems that look like this:

34
x 4

This problem is an example of two digits (the 34) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 4 x 4 equals 16 and you write the 6 in the ones place. Since the product is a two digit number, the number in the ones place is written in the ones place, (in this case the 6) and the number in the tens place (in this case a 1) will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. To the 12 you must ADD the 1 from the 16, which is adding 1 ten. The whole number is written because there are no digits in the hundreds place.

34
x 4
136

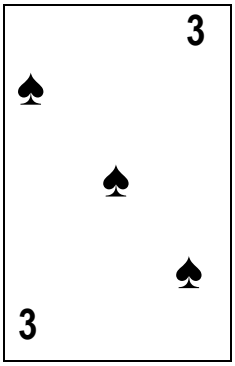
Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems. Remember that the number in the 10s place (from the multiplication of the digits in the ones place) is a + #, not a multiplication number.

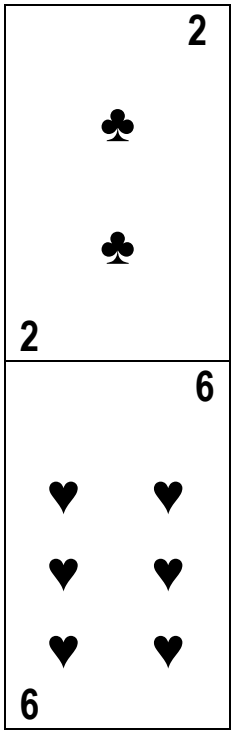
Simply Multiply

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.

Directions:

1. Divide students into pairs.
2. Give each pair a deck of playing cards. Remove the face cards, jokers, and tens from the deck.
3. Shuffle the deck an put between the two players.
4. Player 1 draws 3 cards. He/she then places the two of the cards to make a 2 digit multiplicand, and the third card becomes the multiplier.





5. The problem then is 32 x 6. Player 1 multiplies the problem. If correct, he/she keeps the cards and then it is Player 2s turn.
6. Game is over when all cards have been used.

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:	3rd Grade
Lesson Title:	Simply Multiply 2
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks	Materials at end of lesson plan
Crayolas	12-sided dice for each pair	Deck of Card for every 2 students
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? What do you know about multiplication? What do you do when you are multiplying and the product is 10 or more? How is that like addition? Why do you think that this is true?

Content (the "Meat")

Problem of the Day Jordan needs to solve the problem 534 + 92 + 509. What is the sum? How do you know?	***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.
Fact Practice **Number Hunt** 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.	
Math Vocabulary	It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

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 x 4 is 12. What is the product of 5 x 6? Of 3 x 8? Of 6 x 2?

Review your entry for the term product in your Vocabulary Notebook. Discuss the term with a peer. Talk about what happens if you need to regroup in writing the product.

Vocabulary Notebook Sample:

New Word	My Description
product	When you multiply numbers you end up with a product as the answer.
Personal Connection	**Drawing**
The product of 23 x 4 = 92.	

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

Learning the multiplication facts makes it easier to do multiplication problems that look like this:

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline \end{array}$$

This problem is an example of two digits (the 34) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 4 x 4 equals 16 and you write the 6 in the ones place. Since the product is a two digit number, the number in the ones place is written in the ones place, (in this case the 6) and the number in the tens place (in this case a 1) will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. To the 12 you must ADD the 1 from the 16, which is adding 1 ten. The whole number is written because there are no digits in the hundreds place.

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline 136 \end{array}$$

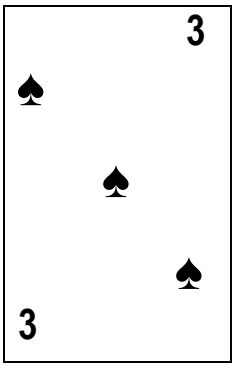
Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems. Remember that the number in the 10s place (from the multiplication of the digits in the ones place) is a + #, not a multiplication number.

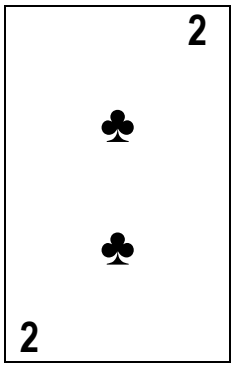
Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

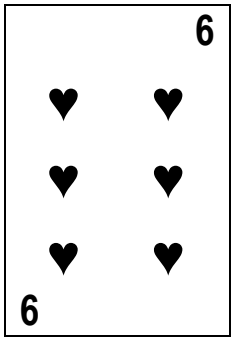
Simply Multiply

Directions:

1. Divide students into pairs.
2. Give each pair a deck of playing cards. Remove the face cards, jokers, and tens from the deck.
3. Shuffle the deck an put between the two players.
4. Player 1 draws 3 cards. He/she then places the two of the cards to make a 2 digit multiplicand, and the third card becomes the multiplier.







5. The problem then is 32 x 6. Player 1 multiplies the problem. If correct, he/she keeps the cards and then it is Player 2s turn.
6. Game is over when all cards have been used.

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

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Rolling Along
Focus:	Multiplication

Materials:

White boards | Vocabulary Notebooks | dice

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. Multiplying requires you to know the multiples of numbers. What are the multiples of 9? What are the multiples of 6? What are the multiples of 3?

Content (the "Meat")

Problem of the Day

Use the digits 2, 3, 4, 6, 8, and 9 to create an addition problem. Write the problem and then write a word problem to show the addition problem you made.

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 that those two factors.

Review your entry of the term "factors" in your Vocabulary Notebook. Talk with a peer about the term "factors". Write several multiplication problems. Identify the factors.

Vocabulary Notebook Sample:

New Word	My Description
factors	The numbers you multiply together to get a product.
Personal Connection	**Drawing**
My age is the product of 2 factors: 2 and 5.	

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

Learning the multiplication facts makes it easier to do multiplication problems that look like this:

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline \end{array}$$

This problem is an example of two digits (the 34) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 4 x 4 equals 16 and you write the 6 in the ones place. Since the product is a two digit number, the number in the ones place is written in the ones place, (in this case the 6) and the number in the tens place (in this case a 1) will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. To the 12 you must ADD the 1 from the 16, which is adding 1 ten. The whole number is written because there are no digits in the hundreds place.

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline 136 \end{array}$$

Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems. Remember that the number in the 10s place (from the multiplication of the digits in the ones place) is a + #, not a multiplication number.

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.

Rolling Along **Directions:** 1. Divide students into pairs. 2. Give each pair a Rolling Along game board and one 6 sided die. 3. Player 1 rolls the die and moves that many places on the game board. 4. Player 1 then completes the multiplication problem in the spot where he/she landed. 5. If Player's product is correct, then he/she stays on the spot, if not then he/she returns to his/her previous spot on the board. 6. Player 2 then continues in the same way. 7. Game is over when one player solves the problem in the last space on the board.	

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 Rolling Along Game Board

Finish ↓

18 x 4	38 x 2	27 x 3	13 x 7	14 x 8	19 x 5
					16 x 8
25 x 2	38 x 3	13 x 9	12 x 6	26 x 3	29 x 2
37 x 2					
46 x 2	16 x 3	14 x 5	12 x 5	24 x 4	16 x 6
					23 x 4
17 x 5	15 x 9	24 x 3	47 x 2	28 x 3	19 x 4

START ↑

Consult 4 Kids Lesson Plans

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

Materials:

White boards | Vocabulary Notebooks | dice

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

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? What are multiples of 3? What are multiples of 7? What are multiples of 4? What are multiples of 10? What would you do first in the problem 64 x 8 =. What would you do second? How will you complete the problem?

Content (the "Meat")

Problem of the Day

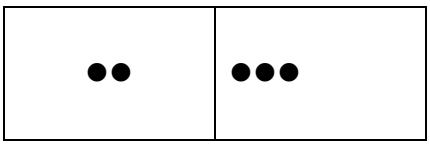
At your school there are 93 3rd graders, 86 4th graders, and 74 5th graders. If the P.E. teacher ordered 225 basketballs, does he have enough for each student to have one? How do you know?

Fact Practice

Spots and Dots

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.

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



Addition: 2 + 3 = 5

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.

Math Vocabulary

Math term: digit
Description: The term digit refers to a symbol that is combined with other symbols to make a numeral. There are only 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. When you arrange these digits you can create any number.
Create an entry for the word digit in your Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
digit	The symbols we use to make numbers.
Personal Connection	**Drawing**
3,892 is a four digit number.	**0, 1, 2, 3, 4, 5, 6, 7, 8, 9**

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
Learning the multiplication facts makes it easier to do multiplication problems that look like this:

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline \end{array}$$

This problem is an example of two digits (the 34) times 1 digit (the 4). When multiplying problems like this you first multiply the digits that are in the ones place, in this case 4 x 4 equals 16 and you write the 6 in the ones place. Since the product is a two digit number, the number in the ones place is written in the ones place, (in this case the 6) and the number in the tens place (in this case a 1) will be added to the product of the multiplier (in the problem above the 4) and the digit in the tens place. In the problem above, 4 x 3 equals 12. To the 12 you must ADD the 1 from the 16, which is adding 1 ten. The whole number is written because there are no digits in the hundreds place.

$$\begin{array}{r} 34 \\ \times\ 4 \\ \hline 136 \end{array}$$

Work through a minimum of 5 problems on the board with the students. Be sure to talk through what you are thinking and ask students to help you solve the problems. Remember that the number in the 10s place (from the multiplication of the digits in the ones place) is a + #, not a multiplication number.

Rolling Along

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.

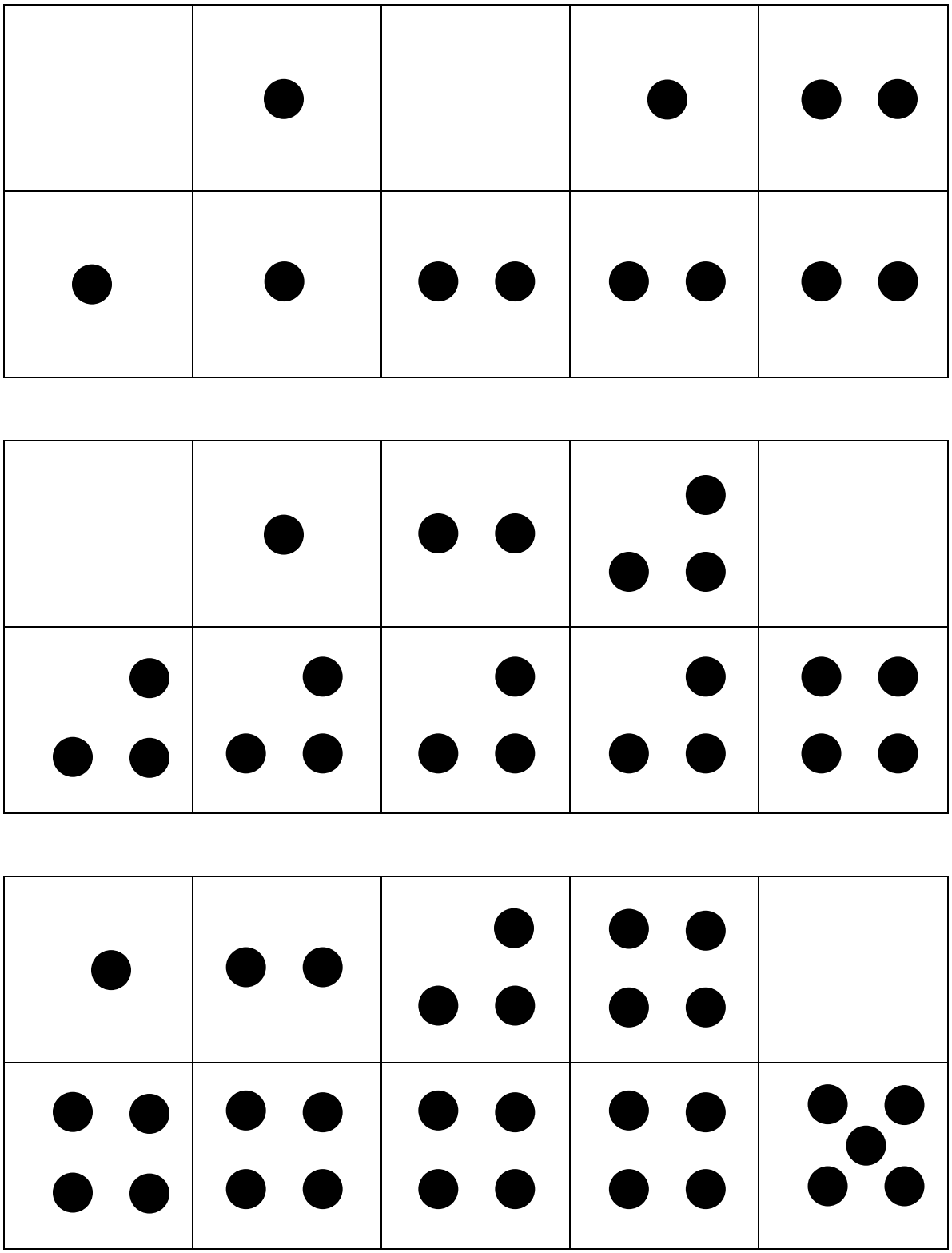
Directions:	
1. Divide students into pairs. 2. Give each pair a Rolling Along game board and one 6 sided die. 3. Player 1 rolls the die and moves that many places on the game board. 4. Player 1 then completes the multiplication problem in the spot where he/she landed. 5. If Player's product is correct, then he/she stays on the spot, if not then he/she returns to his/her previous spot on the board. 6. Player 2 then continues in the same way. 7. Game is over when one player solves the problem in the last space on the board.	

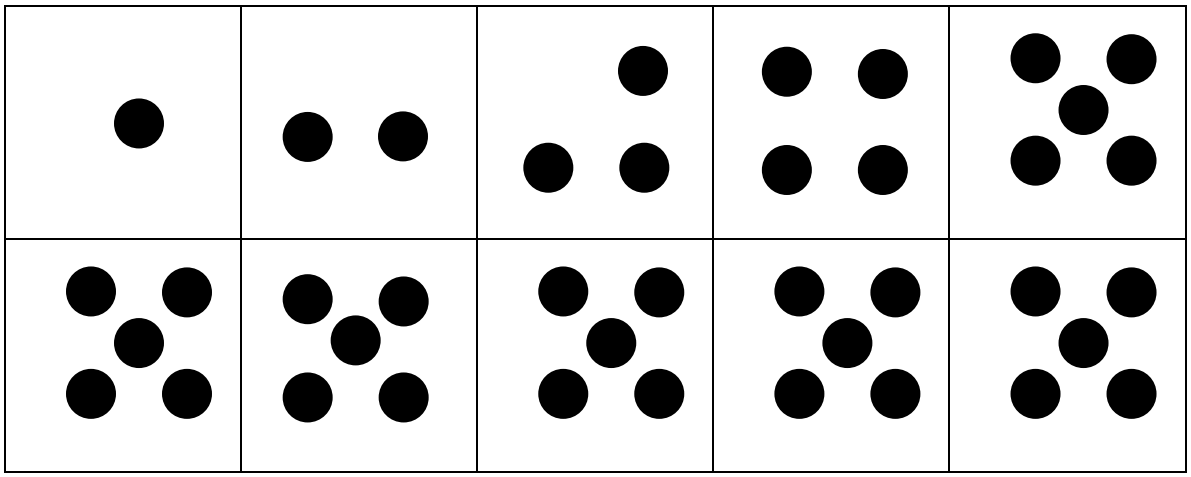
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

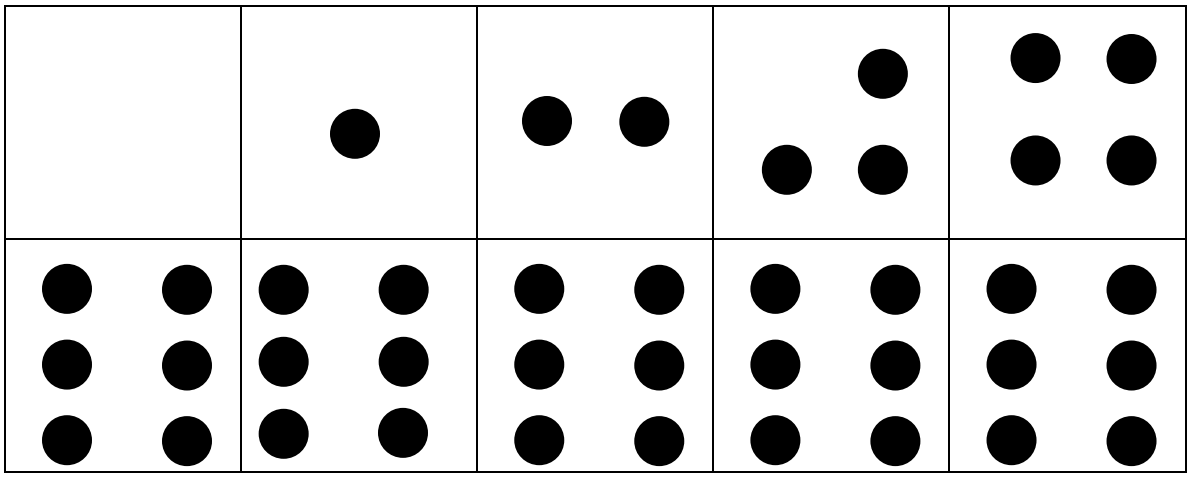
Reflection (Confirm, Tweak, Aha!)

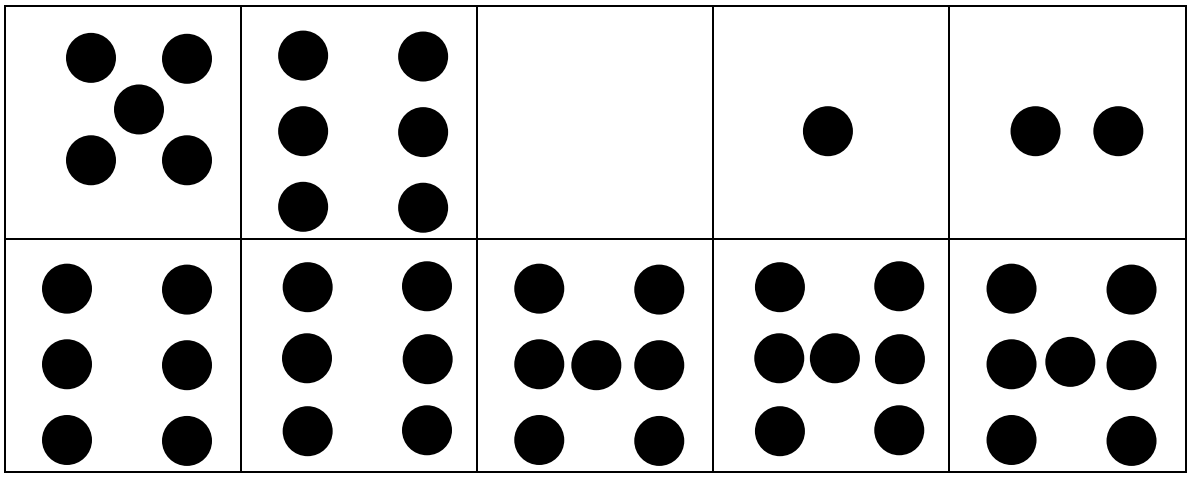
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to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

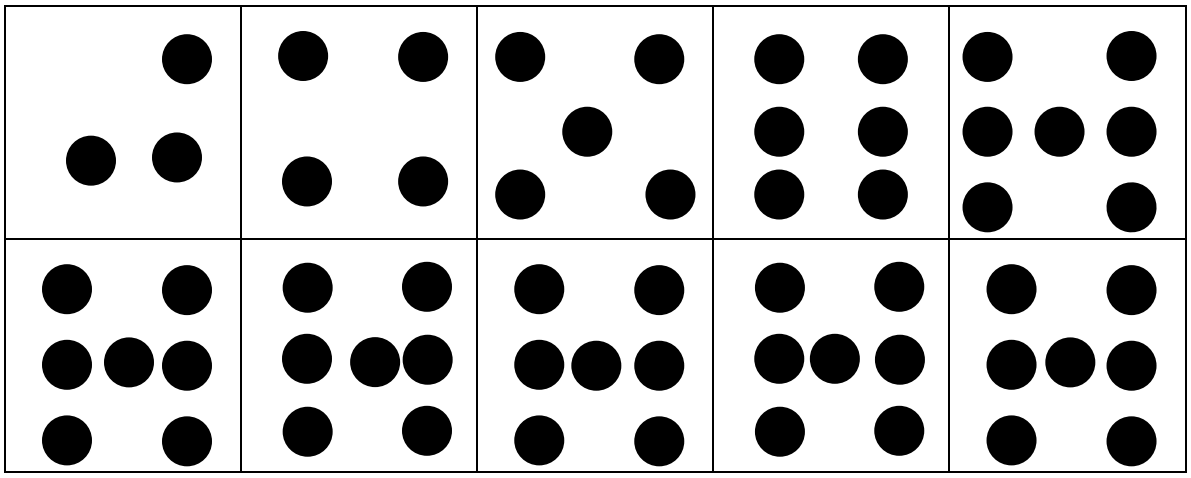
Double 9 Dominoes











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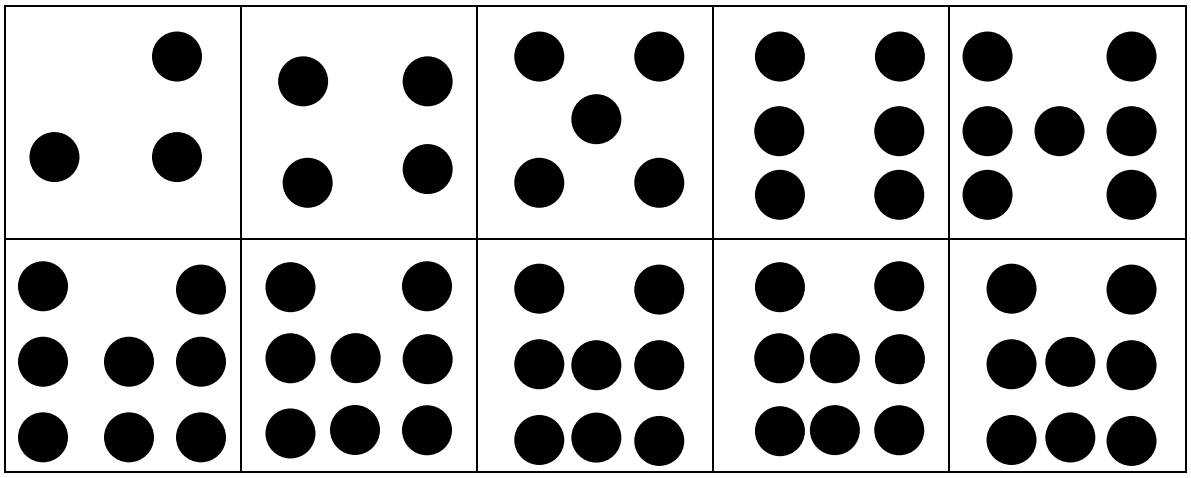

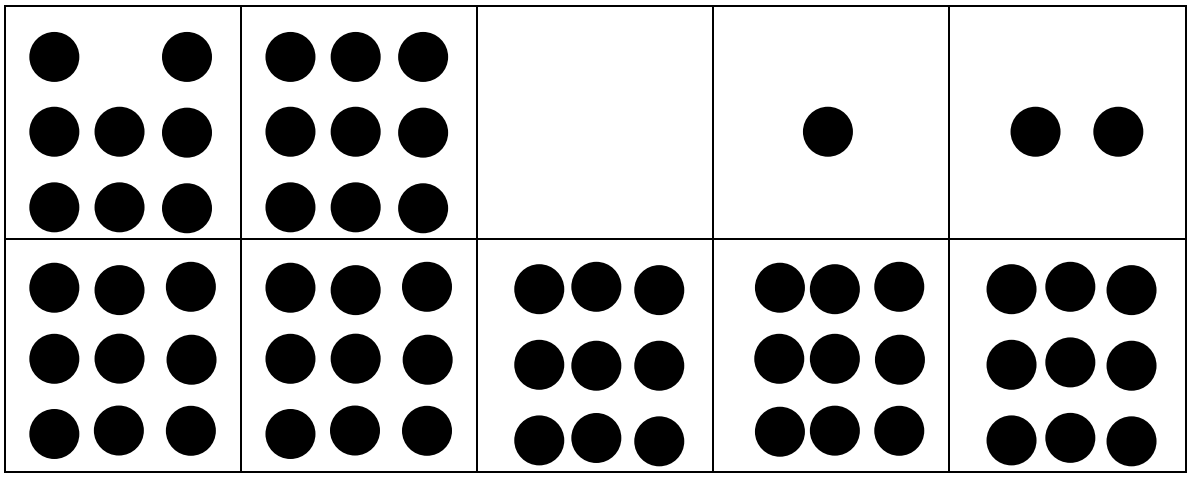

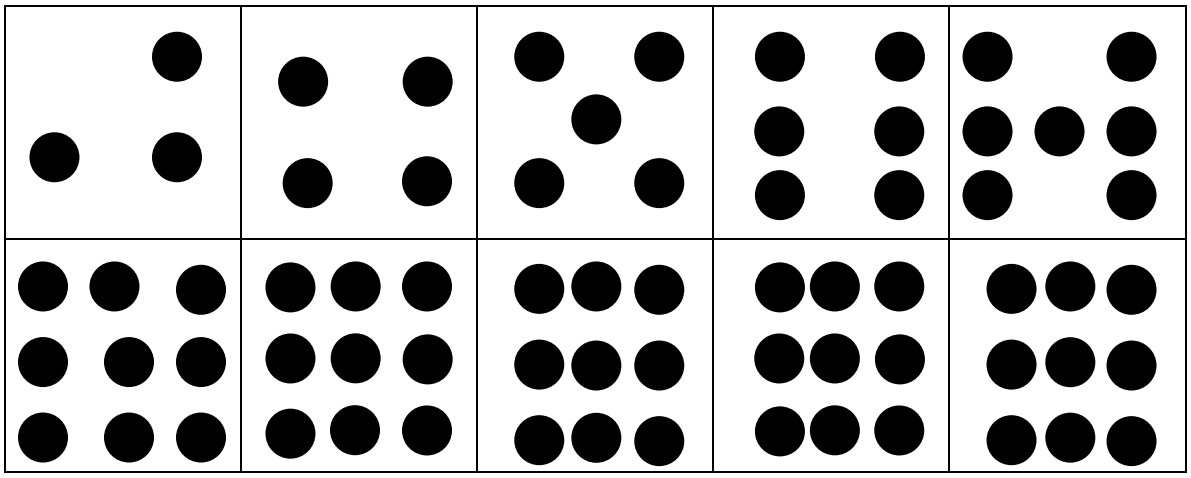

Consult 4 Kids Lesson Plans

3rd Grade Rolling Along Game Board

Finish ↓

18 x 4	38 x 2	27 x 3	13 x 7	14 x 8	19 x 5
					16 x 8
25 x 2	38 x 3	13 x 9	12 x 6	26 x 3	29 x 2
37 x 2					
46 x 2	16 x 3	14 x 5	12 x 5	24 x 4	16 x 6
					23 x 4
17 x 5	15 x 9	24 x 3	47 x 2	28 x 3	19 x 4

START ↑

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Divide It
Focus:	Division

Materials:

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

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 do you know about division? When would you use division in the real world? What do you call the answer in a division problem? What are the two different ways you can write a division problem?

Content (the "Meat")

Problem of the Day

Look at the problem below and then write a story that matches the problem.

27 + 43 – 10

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.

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 ÷ 6 =. What is the divisor in the following problems: 56 ÷ 8, 4 ÷8, and 12 ÷ 3.
Review the entry in your Vocabulary Notebook for the term divisor. Talk with a peer about this word and what it means.

Vocabulary Notebook Sample:

New Word	**My Description**
divisor	Multiplication, product, factor, division, dividend, divisor, quotient
Personal Connection	**Drawing**
When we have pizza and it has 10 pieces and there are 5 of us, 5 is the divisor.	10 ÷ 5 = 2

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
Division

Division

Division is the reciprocal of multiplication. Multiplication (like addition) is about totaling items together. Division is about taking a total and putting it into equal parts. Division can be accomplished by repeated subtraction, taking the same number from the total until you cannot make another equal group. In a division problem the total is called the dividend. The number that is divided into the total (the dividend) is called the divisor. The answer is called the quotient.

Division problems can be written in two ways:

15 ÷ 3 = 5
0r

$$3\overline{)15}\quad 5$$

Work several division problems on the board with students. Have the group stand up and divide them into different numbers of rows that each have 3, 4, or 5 students. This will help students understand what division is.

Divide It

Directions:

1. Divide students into pairs.

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.

2. Give each pair a Divide It game board and one 6 sided die. 3. Player 1 rolls the die and moves that many places on the game board. 4. Player 1 then completes the division problem in the spot where he/she landed. 5. If Player's quotient is correct, then he/she stays on the spot, if not then he/she returns to his/her previous spot on the board. 6. Player 2 then continues in the same way. 7. Game is over when one player solves the problem in the last space on the board.	

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 Divide It! Game Board

Finish ↓

18 ÷ 2	12 ÷ 6	21 ÷ 7	27 ÷ 9	40 ÷ 5	18 ÷ 3
					15 ÷ 5
42 ÷ 7	24 ÷ 6	32 ÷ 4	27 ÷ 3	16 ÷ 2	63 ÷ 9
40 ÷ 8					
20 ÷ 5	64 ÷ 8	28 ÷ 4	10 ÷ 5	24 ÷ 8	36 ÷ 4
					21 ÷ 3
16 ÷ 4	54 ÷ 9	45 ÷ 5	56 ÷ 7	35 ÷ 5	32 ÷ 8

START ↑

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Divide It 2
Focus:	Division

Materials:

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

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. If you had 30 cookies and you wanted to share them with 5 others, what would you do? How would you be sure that everyone had the same number of cookies? What would you do if you had some left over, but not enough to go around? What mathematical operation would you use?

Content (the "Meat")

Problem of the Day

You are booking a reservation for a plane trip to San Francisco. You will be gone for 3 weeks. If you leave on the 5th of the month, what day will you come home?

S	M	T	W	T	F	S
	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				

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

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.

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.

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 ÷ 6 = 8. What is the dividend in these problems: 72 ÷ 9; 14 ÷ 7; and 27 ÷ 3?

Review the entry for the term "dividend" in the Vocabulary Notebook with a peer. Discuss why knowing what this term means could help you in math.

Vocabulary Notebook Sample:

New Word	My Description
dividend	When you divide, the dividend is the total that you start with
Personal Connection	**Drawing**
I have 96 cupcakes that I am dividing between 24 people; each one will get 4. 96 is the dividend in my problem.	**96 ÷ 24 = 4**

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
Division

Division

Division is the reciprocal of multiplication. Multiplication (like addition) is about totaling items together. Division is about taking a total and putting it into equal parts. Division can be accomplished by repeated subtraction, taking the same number from the total until you cannot make another equal group. In a division problem the total is called the dividend. The number that is divided into the total (the dividend) is called the divisor. The answer is called the quotient.

Division problems can be written in two ways:

15 ÷ 3 = 5

0r

$$3\overline{)15}\quad 5$$

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.

Work several division problems on the board with students. Have the group stand up and divide them into different numbers of rows that each have 3, 4, or 5 students. This will help students understand what division is.

Divide It

Directions:

1. Divide students into pairs.
2. Give each pair a Divide It game board and one 6 sided die.
3. Player 1 rolls the die and moves that many places on the game board.
4. Player 1 then completes the division problem in the spot where he/she landed.
5. If Player's quotient is correct, then he/she stays on the spot, if not then he/she returns to his/her previous spot on the board.
6. Player 2 then continues in the same way.
7. Game is over when one player solves the problem in the last space on the board.

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)
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3rd Grade Divide It! Game Board

Finish ↓

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16 ÷ 4	54 ÷ 9	45 ÷ 5	56 ÷ 7	35 ÷ 5	32 ÷ 8

START ↑

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd 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 a review day. Students should select from the following list of activities:

Product Practice
What's The Product?
Simply Multiply
Rolling Along
Divide It!

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)
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