Multiplication

Learni	ct: math	
	ng Outcome:	
• T	be able to use the written column method of	multiplication.
Resources 1-100 chart - playing cards - popcorn box - math book - worksheet		Preparation (what do you need to do/make before class?) Arrange the tables as the students will be sitting in groups. Key vocabulary/ Target Language Multiplication – 2 digit – 3 digit – 4 digit
Whole Time: 10 min	Opening Recall multiplications quickly with the students. The teacher will choose any student randomly and ask a multiplication question for example 9x7 is what? Then tell the students about what they will do in this specific lesson "not in details but quickly" tell the students who will sit in which group.	
	Before giving each group the instruction the teacher will give them a small and quick worksheet to solve until they will get their instructions. In this activity, the students will work in groups: LA: from the 1-100 chart that they have on the table the students will choose a number with 2 digits and write it on the math book and then choose a 1-digit number and multiply them both to find the answer. Each student will solve at least 5 questions. If they finished they will get a multiplication worksheet and solve it. MA: students will have the playing cards in front of them and they must randomly take 3 cards and place it near each other to make a 3-digit number, then they will choose 1 card and the number will be the number that they will multiply it with the 3-digit to have the answer. Each student will solve at least 5 questions. If they finished they will get a multiplication worksheet and solve it. HA: students will have the popoon box full with 4-digit multiplication questions and thy will any paper randomly and solve it in the math book. Students will finish at least 5 questions.	

Multiplication Grade 3 Lesson Plan

Claude Anderson Phillips

Multiplication Grade 3 Lesson Plan:

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M Teaching Multiplication with Lesson Study Masami Isoda, Raimundo Olfos, 2020-11-23 This open access book is intended to assist teachers teacher trainers curriculum designers editors and authors of textbooks in developing strategies to teach the multiplication of natural numbers based on the experience of the Lesson Study in Japan This approach to mathematics education dates back to the 1870s and reconciles the emphasis on problem solving with the treatment of the curricular contents It has gained international recognition since the 1990s and thanks to it mathematics education in Japan has been recognized as one of the most efficient and innovative in the world This growing international awareness has led to an effort to apply the principles of Lesson Study to other parts of the world and this book shows how experienced authors from Brazil Chile Mexico Spain and Portugal have worked to adapt some of these methods and techniques to the Portuguese and Spanish speaking countries of Ibero America Drawing on the impact of Lesson Study on government curriculum decisions and teacher behavior in Japanese classrooms offering examples of lessons lesson plans and suggestions for teaching and presenting examples of the good reception of the principles of Lesson Study in Ibero America Teaching Multiplication with Lesson Study Japanese and Ibero American Theories for Mathematics Education shows how an efficient and cutting edge experience in mathematics education can travel the world and help teachers in many different Educators' Learning from Lesson Study Akihiko Takahashi, Thomas McDougal, Shelley Friedkin, Tad countries Watanabe, 2022-06-30 Offering voices from the field the first of its kind outside of Japan this guide to teaching and learning elementary mathematics highlights real case examples from teachers and educators who share what they have learned through Lesson Study The teachers reports provide vivid examples of new insights and ideas about mathematics about pedagogy and lesson design about student learning and about professional collaboration gained through Lesson Study Each report includes an abbreviated plan of the specific research lesson that led to the new insights which readers can draw from to replicate the powerful learning in their own community The case examples of this book are from Lesson Study in mathematics elementary to lower secondary grade levels focused on what teachers and educators have learned about improving mathematics teaching and learning but many ideas from each report can be applied to other subjects and different grade levels This unique book will be an excellent resource for mathematics teachers in training and practice who seek to improve mathematics teaching and learning in their own and others classrooms including researchers and school

administrators who lead professional development How Chinese Learn Mathematics Lianghuo Fan, 2004 The book has been written by an international group of very activeresearchers and scholars who have a passion for the study of Chinesemathematics education It aims to provide readers with a comprehensive and updated picture of the teaching and learning of mathematics involving Chinese students from various perspectives including theways in which Chinese students learn mathematics in classrooms schools and homes the influence of the cultural and socialenvironment on Chinese students mathematics learning and thestrengths and weaknesses of the ways in which Chinese learnmathematics **Teacher** Milo Burdette Hillegas, Thomas Henry Briggs, 1929 The Formative 5 Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2016-12-15 This highly practical and readable book gets right down into the detail of what good formative assessment looks like in math classrooms and shows how teachers can make this a part of their regular planning and instruction Dylan Wiliam Emeritus Professor of Educational Assessment University College Imagine how it would feel to not worry about how to plan teach and check for student mathematical understandings and related proficiencies Imagine if this important process felt like a natural every day part of your lesson preparation instead of an extra thing to do This must have resource shows the way NCTM Past President Francis Skip Fennell and nationally recognized mathematics educators Beth McCord Kobett and Jonathan Jon Wray offer five of the most impactful proven assessment techniques Observations Interviews Show Me Hinge Questions and Exit Tasks you can implement every day Tried and tested by teachers just like you you ll find that this palette of classroom based techniques will truly assess learning and inform teaching Research and classroom practice indicates that formative assessment is poorly understood This book gives you a concise research based classroom dedicated plan with lots of tools activities classroom vignettes and student work to guide your daily use of these techniques The Formative 5 Both within and between lessons K 8 teachers of mathematics will learn to Think and go beyond assessment of learning focusing on assessment for learning Directly connect assessment to planning and teaching Engineer effective classroom questioning discussions and learning tasks Provide success criteria and feedback that moves students forward Integrate the Standards for Mathematical Practice Activate student self assessors who take ownership of their learning Includes a book study guide tools and templates and a companion website with downloadables and multi media examples of student discussion in the classroom The Formative 5 will help you build your mathematics related formative assessment capacity through daily use of these five key techniques leading to regularly monitored and improved learning opportunities for your students Now Available The On Your Feet Guide to The Formative 5 Homeschooler's Guide to Free Teaching AIDS Educators Progress Service, 2004-04 Learning to Teach Mathematics Randall J. Souviney, 1989 Everyday Executive Function Strategies Valerie Saxton Sharpe, Roberta Strosnider, 2022-10-03 Everyday executive function strategies to engage and motivate YOUR students With an impressive collection of 75 grade appropriate executive function strategies this practical guide addresses student needs in areas such as planning working memory time

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