

Week 1

Objectives: Word Problems and Final Review: Weeks 12-14
Quiz 3(if anyone still needs to take it)

Overview: * Pass out Quiz 3 to anyone who still needs to take it this week.

- Monday: Review division. Pg. 111-112.
- Tuesday: Practice division. Pg. 113-115.
- Wednesday: Word problems, Pg. 121-123.
- Thursday: Give all students Math 3 Test.

Materials:

- Math 3 Textbook, Pgs. 111-127
- Quiz 3, if needed – Week 13 was quiz week but if anyone has missed it, please hand it out this week

Key Vocabulary

- Divide/division
- Divide by/go into
- Multiply/Multiply the numbers
- carrying
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. To help students memorize multiplication, do drills with them as a class.

2) **Group Work:** Do practice problems together on the board together. Do one or two word problems together as a group this week.

Suggested Group Activities:

- Write several problems on the board and have students come up front and solve them.

Math 3 Lessons

- Create a simple word problem together as a class.
- Have students lead group work on a problem.
- Multiplication Flyswatting: write simple addition problems on the board. (1x2/2x2). Say only the solution and students have to find the problem that matches and swat
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 2

Objectives: Place Value Review: "Tens" and "Ones" and "Hundreds"

Overview:

- **Monday:** Review place value of "tens" and "ones" using pg. 1-3 and cubes.
- **Tuesday:** Practice place value of "tens", "ones" and "hundreds" using pg. 4-6 and manipulatives.
- **Wednesday:** Practice place value problems using Pgs. 7-9.
- **Thursday:** Review place value of "tens", "ones" and "hundreds". Suggested pages to review: Pgs. 1, 6, 8.

Materials:

- Math 3 Textbook, Pages 1-9
- Foam blocks and other manipulatives, especially for demonstrating place values

Key Vocabulary

- Numbers
- Place Value
- Ones, tens, hundreds
- Blocks
- Plus, equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Name introductions. Start by introducing yourself (My name is....) and then ask each student: "What is your name?".
- Pre-teach some of the key vocabulary using examples on the board.
- Review numbers and how to write numerals and words.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board (for example, place value) using problems from the textbook pages. Use props as needed.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities:

- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives for place values at the same time and walk around to check that they are correct. Example: "Class, demonstrate 3 tens."

Students should group blocks into tens or show three foam strips of ten blocks.

- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Addition Flyswatting: write simple addition or subtraction problems on the board. (1+2; 2+2). Say only the sum and students have to find the problem that matches and swat.
- ...your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 3

Objectives: Place Value: "Thousands" / Making Comparisons Review: "Greater Than" and "Less Than" / Math Operations Review: Adding Numbers 1 - 9 and Addition with More than Two Numbers

Overview:

- Monday: Review place value: ones, tens, hundreds. Introduce thousands and using commas. Practice spelling numbers as words. Pg. 10-12.
- Tuesday: Practice place value: ones, tens, hundreds. Introduce comparisons, "Greater than" and "Less than". Pg. 13-15.
- Wednesday: Practice comparisons and sequencing numbers. Pg. 16-19.
- Thursday: Review and practice addition, Pg. 20-21. Review number words, Pg. 12.

Materials:

- Math 3 Textbook, Pages 10-21
- Addition Flashcards
- Foam blocks and other manipulatives, as needed (foam cubes)

Key Vocabulary

- Adding
- Numbers
- Place Value
- Ones, tens, hundreds
- Blocks (the foam manipulatives)
- Plus, equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually)

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate**: Highlight one or two math concepts pertaining to this week's objectives on the board (for example, place value or making comparisons) using problems from the textbook pages. Use props as needed.

2) **Group Work**: Lead group work on targeted concepts.

Suggested Group Activities

- Practice writing numbers as words.

Math 3 Lessons

- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives for place values at the same time and walk around to check that they are correct. Example: "Class, demonstrate 3 tens." Students should group blocks into tens or show three foam strips of ten blocks.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Addition Flyswatting: write simple addition or subtraction problems on the board. (1+2; 2+2). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 4

Objectives: Math Operations Review: Two- and Three-Digit Addition and Addition with Carrying

Overview:

- Monday: Review place value and addition. Pass out Pg. 20 and time the class. Practice 2-digit addition, Pg. 22-23. Try letting students complete at their own pace, then pass out same sheet (new copies) and time them.
- Tuesday: Introduce carrying; addition practice. Pg. 25.
- Wednesday: Practice carrying. Pg. 26-27.
- Thursday: More addition and carrying practice. Drill students using flashcards—encourage them to practice on their own, two. Pg. 28-29.

Materials:

- Math 3 Textbook, Pages 22-29
- Simple Addition Flashcards
- Foam blocks and other manipulatives, as needed (foam cubes)

Key Vocabulary

- Adding
- Carrying (teach instead of “regroup”)
- Blocks (the foam manipulatives)
- Plus, equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually)

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, carrying) using problems from the textbook pages. Use props as needed.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Practice writing numbers as words.
- Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together

Math 3 Lessons

- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Addition Flyswatting: write simple addition or subtraction problems on the board. (1+2; 2+2). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 5

Objectives: Review of Weeks 1-3/ Quiz 1

Overview:

- **Monday:** Review place value using 1 worksheet from Math 3 Review Bucket. Review addition with carrying using 1 worksheet from Math 3 Review Bucket. Pass out Quiz 1.
- **Tuesday:** Practice spelling and writing numbers. Use numbers on Pg. 16. (Say 5,015 and have students practice writing “five thousand fifteen”). Pass out Quiz 1 to students who haven’t taken it yet.
- **Wednesday:** Review carrying with Pg. 24. Practice triple digit addition, Pg. 30.
- **Thursday:** Continue practicing triple digit stacked addition. Pg. 31-32. Correct quiz in class and record scores.

Materials:

- Math 3 Bucket Review on place value, simple addition, sequencing and writing out numbers. Pg. 16, 24, 30-32 in Math 3 Textbook (see which days for each above)
- Quiz 1
- Simple Addition Flashcards
- Foam blocks and other manipulatives, as needed (foam cubes)

Key Vocabulary

- Adding/Add numbers
- Large number/Small number
- Carrying (teach instead of “regroup”)
- Blocks (the foam manipulatives)
- Plus, equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually)

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, carrying) using problems from the textbook pages. Use props as needed.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

Math 3 Lessons

- Practice writing numbers as words.
- Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Addition Flyswatting: write simple addition or subtraction problems on the board. (1+2; 2+2). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Pass out or correct quizzes at this time. Check teacher notes on who has been tested. Record scores in binder.

Week 6

Objectives: Math Operations Review: Two- and Three-Digit Subtraction and Subtraction with Borrowing

Overview:

- Monday: Introduce/Review subtraction. Try drilling class using flashcards. Pg. 33-34. Try timing Pg. 34.
- Tuesday: Subtraction with borrowing. Pg. 35-36.
- Wednesday: Subtraction with borrowing. Pg. 37-38.
- Thursday: Subtraction with borrowing. Pg. 39-40.

Materials:

- Math 3 Textbook, Pages 33-40. Take out additional worksheets from Math 3 Review Bucket if needed, on subtraction
- Subtraction Flashcards

Key Vocabulary

- Subtract/Subtract the numbers
- Borrow
- Carrying (teach instead of “regroup”)
- Equals

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually)

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, carrying) using problems from the textbook pages. Use props as needed.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Practice writing numbers as words.
- Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Subtraction Flyswatting: write simple addition or subtraction problems on the board. (12-7; 20-8). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 7

Objectives: Borrowing More than Once

Overview:

- **Monday:** Practice subtraction and borrowing more than once. Pg. 41-42. Break down borrowing from 0s and practice plenty for students to get concept. Model often and repeat. You can also ask staff or an advanced who speaks students' language to explain the concept.
- **Tuesday:** Practice subtraction and borrowing more than once. Pg. 43-44. Break down borrowing from 0s and give plenty of practice examples for students to work on. You can also ask staff or an advanced who speaks students' language to explain the concept.
- **Wednesday:** Practice subtraction and borrowing more than once. Pg. 45-46. Break down borrowing from 0s and give plenty of practice examples for students to work on.
- **Thursday:** Practice subtraction and borrowing more than once. Pg. 47-48. Break down borrowing from 0s and practice plenty for students to get concept.

Materials:

- Math 3 Textbook, Pg. 41-48. Additional worksheets from Math 3 Review bucket if needed
- Subtraction flashcards

Key Vocabulary

- Subtract/Subtract the numbers
- Borrow
- Carrying (teach instead of "regroup")
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually)
- Warm-up using subtraction flashcards.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board (for example, borrowing) using problems from the textbook pages. Use props as needed.

To reinforce borrowing – try putting a ridiculously long number on the board. Have students take turns borrowing for each column and number. Repeat until students can do a long number on their own.

$$\begin{array}{r} 7654321 \\ -1234567 \\ \hline \end{array}$$

You can try to reinforce verbally explaining by using very simple phrases, such as: 1 becomes 10; 2 becomes 1; 3 becomes 2; 4 becomes 3...and etc.. See if students can listen and repeat this explanation as they do the problems at the board.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Practice more problems on the board together. Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Subtraction Flyswatting: write simple addition or subtraction problems on the board. (12-7; 20-8). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 8

Objectives: Review Borrowing More than Once

Overview:

- Monday: Review subtraction and borrowing. Review subtracting numbers with many 0s (500-329) and practice how to line up subtraction problems. Pg. 49-50.
- Tuesday: Lining up to subtract practice, 7Pg. 51. Pg. 41 as review (try timing it).
- Wednesday: Pg. 52-53.
- Thursday: Pg. 54. Pg. 27 – random review of addition and carrying.

Materials:

- Math 3 Textbook, Pg. 49-54. Pg. 41 as review. Pg. 27 as random review (Thursday)

Key Vocabulary

- Subtract/Subtract the numbers
- Borrow
- Carrying (teach instead of “regroup”)
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually)
- Warm-up using subtraction flashcards.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, borrowing) using problems from the textbook pages. Use props as needed.

To reinforce borrowing – try putting a ridiculously long number on the board. Have students take turns borrowing for each column and number. Repeat until students can do a long number on their own.

$$\begin{array}{r} 7654321 \\ -1234567 \\ \hline \end{array}$$

You can try to reinforce verbally explaining by using very simple phrases, such as: 1 becomes 10; 2 becomes 1; 3 becomes 2; 4 becomes 3...and etc.. See if students can listen and repeat this explanation as they do the problems at the board.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Practice more problems on the board together. Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Subtraction Flyswatting: write simple addition or subtraction problems on the board. (12-7; 20-8). Say only the sum and students have to find the problem that matches and swat.
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 9

Objectives: Multiplication – Quiz 2 on Subtraction

Overview:

- **Monday:** Review Weeks 1-7. Choose random problems to do together on the board from the textbook. Give students Quiz 2.
- **Tuesday:** Pass out Pg. 55-56. Introduce multiplication use foam cubes or other manipulatives. Practice single digit multiplication together using flashcards or writing problems on the board and having students come up to fill in the answers. Pass out Quiz 2 to students who have not taken it.
- **Wednesday:** Work on Pg. 57 together as a class. Pass out additional practice if needed from Math 3 Review bucket. Pass out Quiz 2 to students who have not taken it.
- **Thursday:** Practice single digit multiplication. Use pages 58-59. Correct Quiz 2.

Materials:

- Math 3 Textbook, Pages 55-59
- Quiz 2
- Additional single digit practice worksheets from Math 3 Review Bucket, as needed
- Multiplication flashcards

Key Vocabulary

- Multiply/multiply the numbers
- Times
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually)
- Warm-up using subtraction flashcards.

Instruction: (15-30 min)

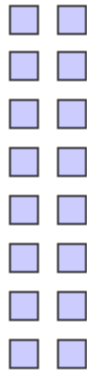
During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board using problems from the textbook pages.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Create arrays using magnets on the board to demonstrate multiplication.



- Ask how many cubes there are.
 - Ask how many columns (preteach column!)
 - Ask how many rows (preteach row!)
 - Write: $8 \times 2 = 16$.
- Practice more problems on the board together. Write several problems on the board and have students come up front and solve them.
 - Have a student try to teach you and the class what you just taught them
 - Fill out addition table together
 - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
 - Subtraction Flyswatting: write simple addition or subtraction problems on the board. (12-7; 20-8). Say only the sum and students have to find the problem that matches and swat.
 -your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Pass out or correct quizzes at this time. Check teacher notes on who has been tested. Record scores in binder.

Week 10

Objectives: Multiplication: 0-6

Overview:

- Monday: Practice multiplying by 0 and 1. Pg. 60-63.
- Tuesday: Review multiplying by 0 and 1; practice multiplying by 2 and 3. Pg. 60, 64-66.
- Wednesday: Practice multiplication. Try timing students while they fill out a times table. Pg. 67-69.
- Thursday: Pg. 70-72. Drill students as much as possible so they memorize answers and don't have to figure it out using scratch paper or their fingers.

Materials:

- Math 3 Textbook, Pages 60-72
- Multiplication flashcards
- Additional multiplication practice worksheets and blank and partially filled times tables (see Math 3 Review Bucket, Multiplication Folder)

Key Vocabulary

- Multiply/Multiply the numbers
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually)
- Warm-up using subtraction flashcards.

Instruction: (15-30 min)

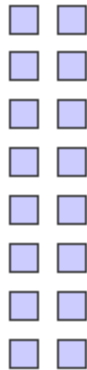
During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board using problems from the textbook pages.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities

- Create arrays using magnets on the board to demonstrate multiplication.



- Ask how many cubes there are.
 - Ask how many columns (preteach column!)
 - Ask how many rows (preteach row!)
 - Write: $8 \times 2 = 16$.
- Practice more problems on the board together. Write several problems on the board and have students come up front and solve them.
 - Have a student try to teach you and the class what you just taught them
 - Fill out addition table together
 - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
 - Subtraction Flyswatting: write simple addition or subtraction problems on the board. (12-7; 20-8). Say only the sum and students have to find the problem that matches and swat.
 -your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 11

Objectives: Multiplying by 7 - 12

Overview:

- Monday: Review multiplying by 0 and 1. Practice multiplying by 7. Pg. 73-74. Try handing out two sets of one of the worksheets—one for practice, the other for a timed drill.
- Tuesday: Review multiplying by 0 and 1; practice multiplying by 8. Pg. 75-76. Try handing out two sets of one of the worksheets—one for practice, the other for a timed drill.
- Wednesday: Practice multiplying by 9 and 10. Pg. 77-79.
- Thursday: Practice multiplying by 10 and 11. Pg. 80-82.

Materials:

- Math 3 Textbook, Pages 73-82
- Multiplication flashcards
- Multiplication tables (blank)
- Additional multiplication practice worksheets (see Math 3 Review Bucket)
- Math level key, as needed for correcting

Key Vocabulary

- Multiply/Multiply the numbers
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. To help students memorize multiplication, do drills with them as a class.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities:

- Encourage students to echo you when you drill them. For example:

- Teacher: Zero times seven equals?
- Students: Zero times seven equals zero!
- Teacher: one times seven equals?
- Students: one times seven equals seven!
- And etc.--after a while, when they seem comfortable, mix up the problems so they don't go in order.
- Create arrays using magnets on the board to demonstrate multiplication.



- Ask how many cubes there are.
- Ask how many columns (preteach column!)
- Ask how many rows (preteach row!)
- Write: $8 \times 2 = 16$.
- Write several problems on the board and have students come up front and solve them.
- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Multiplication Flyswatting: write simple addition problems on the board. (1x2/2x2). Say only the solution and students have to find the problem that matches and swat
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 12

Objectives: Memorizing Basic Multiplication Facts / Math Operations: Multiplying One- by Two- Digit Numbers

Overview:

- Monday: Review multiplying by 0 -12 with a random set of problems on the board. Do Pg. 83-85.
- Tuesday: Review multiplication, Pg. 86-88. Pass out blank multiplication tables for students to fill out (time them if possible!).
- Wednesday: Review multiplying using mixed review—Pg. 85. Introduce 2 digit multiplication and work on Pg. 89.
- Thursday: Practice 2 digit multiplication, Pg. 90-91. Check student work to see how students are doing with their multiplication memorization.

Materials:

- Math 3 Textbook, Pages 83-91
- Multiplication flashcards
- Multiplication tables for students to fill out (see Math 3 Review Bucket)
- Additional multiplication practice worksheets if students need them (see Math 3 Review Bucket)

Key Vocabulary

- Multiply/Multiply the numbers
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

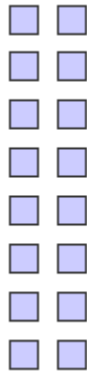
During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. To help students memorize multiplication, do drills with them as a class.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities:

- Encourage students to echo you when you drill them. For example:
 - Teacher: Zero times seven equals?
 - Students: Zero times seven equals zero!
 - Teacher: one times seven equals?
 - Students: one times seven equals seven!
- And etc.--after a while, when they seem comfortable, mix up the problems so they don't go in order.
- Create arrays using magnets on the board to demonstrate multiplication.



- Ask how many cubes there are.
- Ask how many columns (preteach column!)
- Ask how many rows (preteach row!)
- Write: $8 \times 2 = 16$.

Write several problems on the board and have students come up front and solve them.

- Have a student try to teach you and the class what you just taught them
- Fill out addition table together
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Multiplication Flyswatting: write simple addition problems on the board. (1x2/2x2). Say only the solution and students have to find the problem that matches and swat
-your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 13

Objectives: Math Operations: Multiplying One- by Two-Digit Numbers cont. and with Carrying

Overview:

- Monday: Work on carrying in multiplication. Pg. 92-93.
- Tuesday: Review Pg. 93 and carrying. Continue practicing on Pg. 94-95.
- Wednesday: Continue practicing carrying and multiplication, Pg. 96-98. Use currency as props for Pg. 98 (see Materials).
- Thursday: Continue to practice multiplication, Pg. 99-100. Use currency as props (see Materials).

Materials:

- Math 3 Textbook, Pgs. 92-100
- Money (see ELC staff), only cents needed, for Pgs. 98-100

Key Vocabulary

- Multiply/Multiply the numbers
- Cents/penny
- carrying
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. To help students memorize multiplication, do drills with them as a class.

2) **Group Work:** Lead group work on targeted concepts.

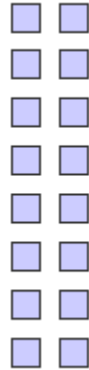
Suggested Group Activities:

- Encourage students to echo you when you drill them. For example:
 - Teacher: Zero times seven equals?

- Students: Zero times seven equals zero!
- Teacher: one times seven equals?
- Students: one times seven equals seven!

And etc.--after a while, when they seem comfortable, mix up the problems so they don't go in order.

- Create arrays using magnets on the board to demonstrate multiplication.



- Ask how many cubes there are.
 - Ask how many columns (preteach column!)
 - Ask how many rows (preteach row!)
 - Write: $8 \times 2 = 16$.
- Write several problems on the board and have students come up front and solve them.
 - Have a student try to teach you and the class what you just taught them
 - Fill out addition table together
 - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
 - Multiplication Flyswatting: write simple addition problems on the board. (1x2/2x2). Say only the solution and students have to find the problem that matches and swat
 -your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Week 14

Objectives: Introduction to Division/Quiz 3

Overview:

- Monday: Introduce division. Do variety of activities showing relationship between multiplication and division using cubes and other manipulatives. Pg. 101-103.
- Tuesday: Review division with Pg. 103. Work on Pg. 104-106.
- Wednesday: Work on Pg. 107-108. Pass out Quiz 3.
- Thursday: Work on Pg. 109-110. Pass out Quiz 3 and correct as class.

Materials:

- Math 3 Textbook, Pgs. 101-110
- Quiz 3

Key Vocabulary

- Divide/division
- Divide by/go into
- Multiply/Multiply the numbers
- carrying
- times
- Zero
- Equals

Lesson

Warm-Up (5-15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

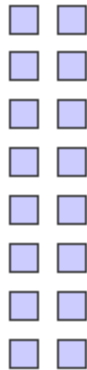
During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. To help students memorize multiplication, do drills with them as a class.

2) **Group Work:** Lead group work on targeted concepts.

Suggested Group Activities:

- Create arrays using magnets on the board to demonstrate relationship between division and multiplication.



- Ask how many cubes there are.
 - Ask how many columns (preteach column!)
 - Ask how many rows (preteach row!)
 - Write: $8 \times 2 = 16$.
- Write several problems on the board and have students come up front and solve them.
 - Have a student try to teach you and the class what you just taught them
 - Fill out addition table together
 - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
 - Multiplication Flyswatting: write simple addition problems on the board. (1x2/2x2). Say only the solution and students have to find the problem that matches and swat
 -your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Students work on textbook pages. Allow them some time to work quietly and try to do as much on their own. Note students' progress or barriers in teacher notes.

Pass out Quiz 3 during this time on Wednesday. Correct together on Thursday. Record scores in the binder.