

LESSON PLANS: SASKATCHEWAN

Grade 3: Number

 45 MINS

powered by

 Mathletics

Outcome: N3.3

- Demonstrate understanding of multiplication to 5×5 and the corresponding division statements including:
 - representing and explaining using repeated addition or subtraction, equal grouping, and arrays
 - creating and solving situational questions
 - modelling processes using concrete, physical, and visual representations, and recording the process symbolically
 - relating multiplication and division.

Introduction to Lesson

 10 MINS

Teacher Background:

Review the Teacher Notes located in

Teacher Console > eBooks > Grade 3 > Build a Number.

Click on the book. Options will show up on the far right. Click on **Teacher Notes**.

Play video from "Build a Number" on the interactive whiteboard for the class. This is located in the Mathletics Teacher Console under eBooks. During the video, pause and discussed the key words, which are underline in red. If students are not aware of the fraction of $\frac{1}{4}$, please clarify. This is to start a discussion but not to solve the question. Students will have the opportunity to solve the question during the lesson.

Ask students for further extension to get them to start thinking about how they can solve the problem:

- Were you free to choose the number of flats?
- How about the number of rods?
- Why did the number of rods have to be even?
- What did you notice about the number of unit blocks?



ITEMS NEEDED

- ✓ Interactive whiteboard
- ✓ Mathletics teacher and student logins
- ✓ Teacher notes from "Build a Number"
- ✓ Base ten blocks
- ✓ Student handout for "Build a Number"
- ✓ Math journals
- ✓ Computers/mobile devices



ASSESSMENTS

- ✓ Observation and participation
- ✓ Reviewing completed "Build a Number" student worksheet
- ✓ Reporting results within the Teacher Console of Mathletics for curriculum



ACCOMMODATIONS/ MODIFICATIONS

- ✓ Provide manipulatives.
- ✓ Encourage students to click on "Something Easier" and "Something Harder" within Mathletics curriculum activities.
- ✓ Teacher can work with a small group of students.



EXTENSION OF LEARNING

- ✓ Rainforest Maths activities within Grade 3, Number
- ✓ Curriculum activities
- ✓ Live Mathletics Levels 3 and 4

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The Lesson

 30 MINS

eBooks: Build a Number

- Provide students with the “Build a Number” student handout. Teachers can provide students with the base ten blocks sets as well. Have the students come up with as many possible solutions as possible. If students need help with ways to solve this problem, teachers can review the Problem Solving booklets within eBooks. The strategies discussed in the Problem Solving eBooks are; Read, plan, work and check; Draw a diagram; Look for patterns; Act it out; Trial and error; Make a list; Estimation; Work backwards; and open ended.
- Within the Teacher Console and the “Build a Number” eBook, click on the Interactive on the far right. This can be display on the interactive whiteboard. Double click on each base ten block on the left side and it will be added to the centre of the screen. Have the students come up and share some of the solutions they found, along with a strategy they used to solve this problem. As each group comes up and shares, click the Store button, which will store the solutions on the right side. After all the groups have shared, review all the solutions.
- **Reinforcement:** Using computers or mobile devices, students complete curriculum activities in the Student Console. Suggested activities: Model Numbers, Place Value to Thousand, Fill the Jars, Share the Treasure, Multiplication arrays.
- **Extra-time activity/cross-curriculum activity:** Number Cubes—Students can play a game using 2 or 3 dice. Students roll the dice and they are to decide what symbol they will use to add or multiply. They will display the answer using the base ten blocks and have the partner figure out what symbol they used. For example, a student rolls three dice and gets the number 3,4,2. Students can add or multiply the numbers and display the sum using the base ten blocks.



After the lesson

 5 MINS

- Have the students reflect in their journals about the lesson. What strategies did they use? Which ones did they find to be helpful to solve this problem? Or create a “What stuck with you today?” board.
- Students write their responses on sticky notes and place them on this board.
- These can be reviewed at the end of the week and the process/thoughts can be shared with your students.



For more information contact our friendly team...
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