

Lesson 8: Multiplication Center Day

Standards Alignments

Addressing 3.OA.C.7

Teacher-facing Learning Goals

- Practice multiplication within 100.
- Reflect on multiplication fluency.

Student-facing Learning Goals

- Let's sort multiplication facts and play a multiplication game.

Lesson Purpose

The purpose of this lesson is for students to evaluate their fluency with multiplication within 100.

Throughout the course, students have worked to develop fluency with multiplication and division within 100. In this lesson, they reflect on their progress and ways to improve their fluency with products within 100.

Students sort multiplication facts into groups based on whether they know them right away, can find them quickly, or don't know them yet. They then consider strategies for finding the value of unfamiliar products efficiently and practice applying those strategies.

At the end of the year, grade 3 students are expected to fluently multiply and divide within 100 and to know from memory all products of two single-digit numbers.

If students need additional support with the concepts in this lesson, refer back to Unit 1, Section B in the curriculum materials.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Materials from a previous lesson: Activity 1

Materials to Copy

- Card Sort: Multiplication (groups of 2): Activity 1

- Card Sort: Multiplication Recording Sheet (groups of 2): Activity 1
- Compare Stage 3 Multiplication Cards (groups of 2): Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

Reflect on the development of students' fluency with multiplication and division. What activities or discussions particularly helped students during the year? What will you do differently next year to foster your students' fluency with multiplication and division?

Cool-down (to be completed at the end of the lesson)

 5 min

Multiplication Reflection

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Student-facing Task Statement

What progress have you made this year with multiplying within 100?

What do you still need to work on?

Student Responses

Sample response:

- I know a lot more multiplication facts than when I started.
- I can use what I know about fives and tens to find other products quickly.
- Multiplying a number by 8 takes me more time to figure out. I'd like to get faster.