Lesson 9: Multiplication Game Day

Standards Alignments

Addressing   3.OA.C.7

Teacher-facing Learning Goals

- Practice finding products within 100 by playing multiplication games.

Student-facing Learning Goals

- Let's play multiplication games.

Lesson Purpose

The purpose of this lesson is for students to practice multiplying within 100.

In the previous lesson, students sorted multiplication expressions to gauge their fluency in finding products. They also played a multiplication game to practice multiplying within 100. In this lesson, students continue to develop their fluency through games. In the first activity, students are introduced to two multiplication centers. In the second activity, students choose between three centers to practice multiplying within 100.

If students need additional support with the concepts in this lesson, refer back to Unit 4, Section B in the curriculum materials.

Access for:

♿ Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR7 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Materials from previous centers: Activity 2

Materials to Copy

- How Close? Stage 5 Recording Sheet (groups of 1): Activity 1
- Number Cards (0-10) (groups of 2): Activity 1
- Rectangle Rumble Stage 3 Grid (groups of 2): Activity 1

● Rectangle Rumble Stage 3 Spinners (groups of 2): Activity 1

Lesson Timeline

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

Teacher Reflection Question

Who participated in math class today? What assumptions are you making about those who did not participate? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Reflect on Multiplication

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Student-facing Task Statement

What have you learned about multiplication this year?

Student Responses

Answers vary. Sample responses:
● Multiplication is how we represent equal groups.
● Multiplication is related to division.
● Multiplication can represent area.
● You can use different strategies to multiply like using a fact you know.
● There are patterns in the multiplication table.