

Lesson 8: Relacionemos cocientes con productos que nos sabemos

Standards Alignments

Addressing 3.OA.B.6, 3.OA.C.7

Teacher-facing Learning Goals

- Identify known single-digit multiplication facts and their related division facts.

Student-facing Learning Goals

- Consideremos los productos y cocientes que nos sabemos de inmediato o que podemos encontrar rápidamente.

Lesson Purpose

The purpose of this lesson is for students to practice identifying multiplication facts within 100 and to use products they know to determine unknown quotients.

In this lesson, students check in on their progress towards fluent multiplication within 100 and sort their facts into categories. Then, students use the multiplication facts they know to generate related division facts. Knowing related facts will help students multiply and divide in future lessons.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Card Sort (Activity 1), Number Talk (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2

Materials to Copy

- Card Sort: Multiplication (groups of 2): Activity 1
- Card Sort: Multiplication Recording Sheet, Spanish (groups of 2): Activity 1

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

As students worked in their small groups today, whose ideas were heard, valued, and accepted? How can you adjust the group structure tomorrow to ensure each student's ideas are a part of the collective learning?

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

 5 min

Hechos de multiplicación y de división

Standards Alignments

Addressing 3.OA.B.6

Student-facing Task Statement

Piensa en los hechos de multiplicación que te sabes. ¿Cómo han cambiado desde el comienzo del año?

Student Responses

Sample responses: I used to only know the 5s and 10s, but now I've used those facts to learn more. I only knew a few at the beginning of the year, but now I know a lot more.