8: 3rd Math WordProb MaterialsInt

Text: Instructional Materials Interview

What are the instructional materials you are using for this lesson?

Speaker 1: Usually in math we use the Saxon Curriculum. We're supposed to be faithful to that curriculum, but I've notice that my students are not filling in the gap. The way Saxon works is you have a mini lesson each day and then it's a spiraling curriculum. I appreciate the mini lessons and it gives the key points, but it's not really connecting the goals for my students. They're not seeing how math is interlaced.

For example, we're learning about multiplication and division. Because it's a spiraling curriculum, we learn parts of multiplication, parts of division, but they can't really see the spectrum of it. My goal for this lesson was to kind of just take everything they know, place it out for them to say, "I've taught you an array independently. I've taught you about groups independently. I've taught you about fact families independently. I've taught you about multiplication as a repeated addition independently, but how are those all connected? More importantly, how is math connected to everyday life in real world application?" Because you want to take something abstract and make it concrete and usable in everyday life, especially in third grade.

That was a long instruction, sorry. The book I'm using is called Each Orange Had 8 Slices, and this is a counting book. I'll go into that on the next question. I use this book because I try to connect literature and math all the time. I really like that there's a read-aloud. It's not really a read-aloud, but it's still in the form of a book. Then I was thinking, "It's not going to be in my curriculum, the lesson I need." I need to pull from my toolkit and figure out how can I supplement the needs of my students?

That's [00:02:00] when I went to our math coach and I said, "Hey, my students are struggling with multiplication and division and relating it to each other. Do you have any resources for me?" Then she gave me Common Core Math in Action. It's called, "Making the standards manageable, meaningful and fun." I didn't actually take a lesson from this but there was a lot of good little ideas, and then I made it into what I needed for my kids.

What I took from that was a worksheet that does the four mini lessons that I taught, and then relates it to a real world concept from the book. Those are the resources that I'm using for this mini lesson.

Text: Why did you choose these materials?

Speaker 1: I chose this material specifically, the book, because it's really engaging. I think it was meant for elementary school students. If you look at the pictures they're very bright, the words are minimal in a sense that it outlines the importance of the numbers. I specifically like this book because even though we're teaching multiplication it has at

least three factors in it. Students have to pull the important numbers and they actually have to take the concept of "Okay, which one is the group of though? What am I multiplying?" Instead of two numbers there is three. You can kind of see, will the students really understand, connect the dots.

Text: What do you like about these materials?

Speaker 1: This is my first time seeing this book. What I really like about it is it has authentic projects or it shows you how to integrate math and art into it, then the extensions are authentic. In this lesson, this isn't authentic because they're still taking the concepts and showing me that they can show a model of it, but the extension [00:04:00] lesson after that will make it authentic, where they create their own number problem. Which I like that, it kind of builds, scaffolds the lesson to make if from, do they understand the concept but can they translate into higher order thinking.

I like that book because it gives us resources to make math fun and more project based, I think. I like this book because it's bright, it's simple and even though it looks simple it's actually still kind of complex, because there is still three factors in there and the students have to pull out what are the important numbers

Text: Are there any changes that you would make to these materials?

Speaker 1: Again, I think that this book is great. I'm a big believer in differentiation especially because 30-40% of my kids are English language learners. What I would have done is have a Beginning, Intermediate, and Advanced level problems, that way I can scaffold them and help them be successful in the concept itself first.

Text: How would you describe these materials as meaningful and relevant to student's lives?

Speaker 1: Math is hard to translate into "When will I ever use this? Why am I learning multiplication? When will I use it in real life?" I think this is a really important book to show the kids because, they're just everyday objects and everyday things and I think it will help them really strengthening the connection between multiplication and the process we would use in real life.