Speaker 1: I use Saxon curriculum and I was noticing in the curriculum the mini-lessons weren't really helping my students connect the dots. We've been really focusing on multiplication and division, but the students weren't really understanding how they relate to each other and how it connects to real world applications. So I chose to do this lesson in Math to kind of bring everything home with my students for them to understand. Okay, multiplication and division are really actually related and this is how.

The goal is that students will learn multiplication strategies, show different models of multiplication and solve a word problem. The goals are read a word problem; use models of multiplication to show it; then, I also want them to relate to division to and how the two are related. I'm giving students a real world problem and then I'm asking them to model it using multiplication and then connect it back to division.

Before this was just multiplication facts. Just simple math: the typical addition/ subtraction. So in the end of the year of third grade we could go towards multiplication and division. We literally just started division and we have one month left of school, so my goal is for them to ... We're only at single-digit numbers now. Third grade, we mostly do double digits: multiplication and division. We multiply double digits, and in division it's two digits divided by one digit.

In the whole group, we'll be using white boards and there'll be a quick temperature check. Then, I will walk around when they get their own, specific, individual ... They'll be working in partners and breaking down the questions with a partner [00:02:00]. I was on the fence between giving them their own problem or working with a partner, but since this is a new skill that the kids are learning, I think that it's more important for kids to discuss which numbers are important and how are they going to show it. Rather than them showing me they could do it independently. I really, really am pushing for the discussion in this lesson.

Student behavior has been something that I work with since the beginning of the year. We have clear student routines and procedures but especially in maths and manipulatives, I am very clear with my expectations and what I want students to be doing at that moment. Students know exactly what they're supposed to do and if not, then that's when I would address it.

The big questions in this lesson are, "How are multiplication and division related?" "How is multiplication related to repeated addition." "What are the important numbers in the word problem?" Because there are several numbers in the problem, they have to pick out the important information.

I think this lesson will be very engaging. I've never done it before so this is just an inference, but because it's real world applications the word problems are illustrated. They're from the book. They're real problems but are things that students understand.

Plus, they're working with a partner so I think those components will make it really engaging for the students.

The text I'm going to use is called Each Orange Had Eight Slices. Then, I'll just give you an example. It says, "On the way to the playground I saw three red flowers. Each red flower had six pretty petals. Each petal had two tiny black bugs." So it's just kind of ... It's very graphic and very [00:04:00], I think, student friendly.

This lesson's going to be very different from what I usually teach my students. They're used to a quick introduction, a guided practice, and an independent practice. That's okay with Saxon and I appreciate that, but I also see there are big holes in it. They don't get the meat of the lesson or understand how the content relate to each other and how it's applicable in real world. So I think this lesson will be very meaningful for my students because they're actually seeing how it connects to real world applications.

In my lesson, I'm going to start it off with the beach, because we live in Hawaii. I'm going to say, "Well, me, my brother and sister, and my mom are going to the beach. We need one towel each and a pair of flip flops. How many flip flops are we bringing to the beach?" Then, they'll have to say, "Okay. Well, that's Ms. Cruz, her mom, her brother, her sister. That's four. K. That's four towels but then that's four people with two pairs of flip flops each. So they're going to have to ... They will have to do four groups of two ... equals eight." Then, after that, they'll have to show an array: groups, the multiplication/division fact family and multiplication as repeated addition.