

Subject: <u>GoMath!</u> (2 Periods)	Date:
Lesson 4.8	Topic: Multiply with 8
Period 1 - Lesson Objective: Students will use doubles, a number line, or the Associative Property of Multiplication to multiply with the factor 8.	Essential Question: What strategies can you use to multiply with 8?
Common Core Standards: <u>3.OA.C.7:</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all the products of two one-digit numbers.	Key Terms to Understand: Pattern, multiple, factor, product, associative property
	Review and Link with Prior Knowledge: 1) Go over HW 2) Review multiplication fluency using flashcards.
Strategies for today's lesson: This lesson presents several ways to multiply with 8—making jumps of 8 on a number line, and doubling the product of 4 and the other factor. In this lesson, students also apply the Associative Property of Multiplication, complete function tables, and solve and write word problems to deepen their understanding of multiplication and increase their facility with basic facts. The goal is to make multiplying by 8 flexible and fast!	
Lesson Plan Procedures: Explain that students will use patterns and strategies to help them learn and remember multiplication facts. <u>Unlock the Problem:</u> One Way: • Model/Guide them through filling in the blue box and completing the problem. Ask: Why can you double a 4s fact to find the product for <u>gg</u> 8s fact? Possible answer: doubling 4 gives me 8, so doubling a 4s fact gives me <u>gg</u> 8s fact. Think: The factor 8 is an even number. $4 + 4 = 8$ Another Way: Another method is to use a number line. <u>Be sure to count the spaces between the tick marks, not the tick marks.</u> Ask: • What numbers do you land on when you make 5 jumps of 8 on the number line? (8, 16, 24, 32, 40) • What numbers would you land on if you used the Commutative Property, or 8×5? (5, 10, 15, 20, 25, 30, 35, 40) Help students understand that there is more than one way to find a product using doubles when both factors are even numbers.	

Gomath Grade 3 Lesson Plans

Annelies Wilder-Smith

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

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Table of Contents Gomath Grade 3 Lesson Plans

1. Understanding the eBook Gomath Grade 3 Lesson Plans
 - The Rise of Digital Reading Gomath Grade 3 Lesson Plans
 - Advantages of eBooks Over Traditional Books
2. Identifying Gomath Grade 3 Lesson Plans
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Gomath Grade 3 Lesson Plans
 - User-Friendly Interface
4. Exploring eBook Recommendations from Gomath Grade 3 Lesson Plans
 - Personalized Recommendations
 - Gomath Grade 3 Lesson Plans User Reviews and Ratings
 - Gomath Grade 3 Lesson Plans and Bestseller Lists

5. Accessing Gomath Grade 3 Lesson Plans Free and Paid eBooks
 - Gomath Grade 3 Lesson Plans Public Domain eBooks
 - Gomath Grade 3 Lesson Plans eBook Subscription Services
 - Gomath Grade 3 Lesson Plans Budget-Friendly Options
6. Navigating Gomath Grade 3 Lesson Plans eBook Formats
 - ePub, PDF, MOBI, and More
 - Gomath Grade 3 Lesson Plans Compatibility with Devices
 - Gomath Grade 3 Lesson Plans Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Gomath Grade 3 Lesson Plans
 - Highlighting and Note-Taking Gomath Grade 3 Lesson Plans
 - Interactive Elements Gomath Grade 3 Lesson Plans
8. Staying Engaged with Gomath Grade 3 Lesson Plans
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Gomath Grade 3 Lesson Plans
9. Balancing eBooks and Physical Books Gomath Grade 3 Lesson Plans
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Gomath Grade 3 Lesson Plans
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Gomath Grade 3 Lesson Plans
 - Setting Reading Goals Gomath Grade 3 Lesson Plans
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Gomath Grade 3 Lesson Plans
 - Fact-Checking eBook Content of Gomath Grade 3 Lesson Plans
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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