Multiplication—In Retrospect

Name: Earl Chiddix
Grade Level: 5
Topic: Math-Reviewing Multiplication

**A. State Competency** – 1.3-Recognize and apply the commutative, associative, and distributive properties to solve problems – 3.2b-Multiply and divide whole numbers and decimal numbers with 1- or 2-digit multipliers or divisors to solve problems

**B. Objectives for this lesson** - The student will be able to recognize the products of all multiplication facts from the 0’s through the 12’s through rote memory. Students will be able to post/test with 85% accuracy.

**C. Materials and Resources**—
1. Pre-Test/Post-Test self made. (See copy)
4. Various worksheets—(See copies per lesson day)
   a. Times Table—www.math-drills.com
   b. 0’s, 1’s, 11’s, and 12’s—www.math-drills.com
   c. 2’s, 3’s, 4’s, 5’s, 6’s, 7’s, 8’s, 9’s, 10’s—www.math.about.com
5. Smart Board –interaction with students
6. Dice
7. Elmo Document Camera (used for checking problems)

**D. Instruction (10-days)**

**a. Introduction** – Pre-test, taken, graded and handed back for immediate feedback.

**b. Instructional process**—

Day 1—Pre-test—taken, graded, and handed back from immediate feedback.

Day 2—Students will review the 0’s-3’s Multiplication facts.
   1. “School House Rock”—Video—(0’s-2’s-3’s)
2. Groups of 2 Students will create their own “Stars and Circles” Booklets. (play game)
3. Multiplication worksheet.
4. Test 0’s-3’s multiplication facts (use pre-test).

Day 3—Students will review the 4’s-5’s Multiplication facts.
1. “School House Rock”—Video—(4-5)
2. Whole Group instruction using a Smart Board presentation.
3. Test 4’s-5’s multiplication facts.

Day 4—Students will review the 6’s Multiplication facts.
1. “School House Rock” –Video—(6)
2. “Expert Teachers” Grouping—(one member from each group will be the “teacher” as they go over the facts with their “students”) Each student becomes an expert teacher and takes turns teaching the sixes.
3. Test 6’s Multiplication facts.

Day 5—Students will review the 7’s Multiplication facts.
1. “School House Rock”—Video—(7)
2. Self-made flash cards will be used in the fast paced learning exercise.
3. Test 7’s Multiplication facts.

Day 6—Students will review the 8’s Multiplication facts.
1. “School House Rock”—Video—(8)
2. 8’s Multiplication worksheets
3. Test 8’s Multiplication facts.

Day 7—Students will review 9’s Multiplication facts.
1. “School House Rock”—Video—(9)
2. Whole group instruction on techniques used to master the nines—“One lower-ad up to nine—finger display—running number (column)
3. Test 9’s Multiplication facts.

Day 8—Students will review 10’s & 11’s Multiplication facts.
1. “School House Rock”—Video—(10-11)
2. 10’s & 11’s Multiplication worksheets.
3. Test 10’s & 11’s multiplication facts.

Day 9—Students will review 12’s Multiplication facts.
1. “School House Rock” –Video—(12)
2. 12’s multiplication worksheets—self made flash cards
3. Test 12’s multiplication facts

Day 10—Students will posttest all multiplication facts with 85% accuracy.

E. Closure – As shown, closure was dealt with every day. By taking a quick quiz on information gained daily, the student’s knowledge base and foundation in that knowledge was made secure by
reinforcing accurate information with missed information. By doing this daily, the students were able to memorize the multiplication facts.

E. Assessment – Post-Test (See Copy—same as pretest)

F. Modifications/Accommodations – With the ELL students, I stressed the vocabulary words “factor”, “product”, “multiplication”, “commutative”, “identity”, and “zero” properties by using them continuously throughout all lessons. With the IEP students, the resources available to them were multiplication charts, more time for timed tests, and calculators (to check answers).

G. Reflection – Being able to take advantage of the “first of the year” anxieties, I felt a SOLID review of multiplication would be a great thing for the students to do. I also remember my frustration when students couldn’t remember the multiplication facts. I am a firm believer in not using “rote” memory for Reading, Social Studies, Science, and even Math—however, KNOWING the multiplication facts, in my opinion, is imperative for elementary students to master. I was very pleased with these series of lessons and I would recommend them to teachers all over the elementary world. I set my goal in this endeavor too low. I set it at 85%—the outcome, this year, was 100%. I felt very confident in the lessons, the materials, and the attitudes of the students at the beginning of the year.