Third Grade Multiplication Strategies

Fact Fluency

All students in grades 3-5 have participated in Targeted Fact Fluency. Grades 3 and 4 started with addition to 20. Grade 5 started with multiplication facts.

Targeted Fact Fluency allows teachers to see which facts students know automatically (within 3 seconds), fluently (in 3-5 seconds, using a strategy), or not yet. After assessing the targeted facts, students then choose 10 facts to work on for the next 2-3 weeks.

Developing fluency with addition and multiplication facts is important for supporting flexible number sense, problem solving and understanding of more complex concepts.

First Trimester

During the first trimester, students began with place value and strengthening number sense. Third and fourth graders focused on comparing numbers, ordering numbers and rounding. Fifth graders focused on patterns in multiplying and dividing by powers of ten.

In the next chapters, third graders solved real world problems using addition and subtraction. Fourth graders built upon their third grade understanding of multiplication to find factors, multiples, the products and quotients of multi-digit numbers using area models and other place value strategies. Fifth graders are now working with fractions and mixed numbers to find sums and differences.

Grading & Reporting

Beginning this year, we have added a rubric to every summative math assessment. Rubrics are valuable tools that provide clarity and transparency in assessing your child's performance. They offer a clear breakdown of the criteria used for evaluation, enabling both you and your child to understand the expectations thoroughly.

How to Help at Home

- Ask your child's teacher what concepts are being taught and specifically what your child could practice at home.
- Engage your child in real world conversations about math and have them explain their thinking.
- Practice skip counting (by twos, threes, fours, etc.)
- Play games as a family. Games such as Sequence, Monopoly, Mastermind, Battleship, and Yahtzee all incorporate mathematics.
- Show how math is used in the real world (cooking, baking, measuring, building, etc.)
- Practice reading clocks and determining how much time until the next event.
- Use Zearn at home.

Meghan McLain, Director of Mathematics, Accountability and Assessment

First Trimester

Students in grade 3 have been hard at work mastering more complex phonics techniques to apply in their writing and reading. Students have been writing personal narratives and "quick writes" daily.

Students have been reading literature about different cultures, government and problem solving. Comprehension skills reviewed include text structure, point of view, and main idea and details.

Fourth graders have been wrapping up their personal narratives and have now begun informational writing. The students are learning increasingly complex spelling rules, emphasizing suffixes and vowel digraphs, to use in their writing. Students have focused on a variety of genres, including poetry, historical fiction, realistic fiction, and expository texts. Comprehension strategies including main idea and detail, point of view, as well as comparing and contrasting have all been reviewed and assessed.

Students in the fifth grade have just completed their personal narratives. They are using their advanced phonics knowledge in their writing. Fifth graders have been reading informational texts, realistic fiction, narrative nonfiction, and expository texts. There has also been an emphasis on comprehension strategies such as cause and effect, questioning, rereading, predicting, and point of view.

How to Help at Home

1) Talk about books and reading **every day**.
2) Ask higher level questions:
   Instead of: "What color was her dress?"
   Ask: What do you think that (character) meant by _____?
   Examples of higher-level thinking questions:

Predicting
Can you predict what is about to happen next? Why did you make that prediction? Can you point to something in the book that helped you to make that prediction? OR What do you already know that helped you make that prediction?

Inferring
Why did (the character) do that?
What did the author mean by _____?
(Character name) must be feeling _____. Are there clues that help us to know that?
What's going to happen next?
What must have taken place before _____? Is there evidence in the story that helps you to know that?
What do you think that (character) meant by _____? … felt about _____? … thought about _____? … will do about _____?

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