



**Instructor's Name:** Cassie Schroer

**Subject :** Math

**Grade:** 3

**Title of Lesson:** Baseball Multiplication

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**Materials and Resources (including technology):** Smartboard presentation

**Standard(s) the Lesson will Address:**

3.1.2.3: Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.

3.1.2.4: Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.

**Objective:**

Students will practice multiplication facts

Students will use the turn-around rule, the Multiplicative Identity, and the Zero Property of Multiplication to generate multiplication facts.

**Vocabulary:**

**Content:** Multiplication

Game vocabulary: strike, out, run, batting, pitching

**Pre-Assessment Plan (if any):** None

**Input: (SCRIPTED)**

Intro: "Who here enjoys baseball?"

Students say yes or no

Well today we will be playing a fun game called baseball multiplication (change slide to number 4)

Baseball terms: strike, out, run, batting, and pitching

Today we will be playing the game to practice multiplication facts

Players use multiplication facts to score runs in the game.

Split the class into two teams

Have students open their student reference book to pages 274 and 275 as we discuss the rules

**Directions of the game:**

The rules are similar to the rules for baseball, but this game lasts only 3 innings.

In each inning, each team bats until it makes 3 outs.

Team will flip a coin to see who bats first.

The team with more runs when the game is over wins.

**Pitching and batting:**

Members of the team not at bat take turns “pitching.” They roll the two dice to get 2 factors. (can you remind me what the factors are again)

Players on the “batting” team take turns multiplying the 2 factors and saying the product. (can you remind me what the product is?)

The pitching team checks the product. An incorrect answer is a strike, and another pitch (dice roll) is thrown. Three strikes make an out.

**Hits and runs:**

If the answer is correct, the batter checks the Scoring Chart on the game mat. If the chart shows a hit, the batter moves a counter to a base as shown in the Scoring Chart. Runners already on base are moved ahead of the batter by the same number of bases. A run is scored every time a runner crosses home plate.

**Guided Practice (Formative Assessment):**

Math Boxes: Math journal p. 91

First half as a class and then the students will finish on their own

**Independent Practice/Summative Assessment:** (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

Finish second half of math boxes  
Fact Families: P. 104

**Accommodations & differentiation for learners:** (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

For the two students with IEPs for reading a teacher will help them to read the pages in the workbook for the independent practice time.

**Multiple Intelligences Addressed:** Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, **logical/mathematical**, interpersonal, bodily/kinesthetic, naturalistic

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**AFTER TEACHING THE LESSON:**

Respond with *professional insights that go beyond superficial considerations*.

- As I reflect on the lesson, to what extent were students productively engaged?
  - The students loved being able to play a game while practicing their math skills. Some students however did get off task when it was not their turn. Some students were getting bored with the game.
- To what extent did the students learn what I intended? Were instructional objectives met?
  - The students were practicing their basic multiplication facts.
- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
  - I had the students play the game with a partner after doing it with the class.
  - We were not going to have enough time to do the next activity.
- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
  - I should have done better in this area.
  - I should have stepped in more to make sure the students were on task and doing what they were supposed to do.
  - Some students were not even answering the multiplication problem on their whiteboard close to the end of the game.
- To what extent did I provide closure to the lesson?
  - The students ended by playing the game with a partner.
  - I gave the students a count down when it was time to put everything away.
  - The students then had to put their materials away and go to their reading groups.
- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?

- I would shorten the rules of the game.
- I would speed up the game so that there is not time to get off task or talk to other students
- I would make sure every student is answering the multiplication problems every single time.