

**Introduction:**

Background: 3rd grade math, 13 students, the students have been working on learning how to multiply and divide. Starting to learn about fact families in multiplication and division. The students have already learned about fact families in addition and subtraction. Two students will have the assessment read to them because they have IEPs for reading.

**Learning Targets:**

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.

**Assessment:**

The pre assessment was done verbally by asking the students to describe what they thought a fact family was for multiplication or division. The students had already learned about fact families with addition and subtraction. The other two assessments were in paper form and given to the students right after the lesson was taught to see what the students learned during the class period.

**Data:**

Pre	Post	Post
Did not know	24/24	Gone
Did not know	24/24	8/10
Slightly knew	18/24	7/10

Did not know	20/24	Gone
Slightly knew	24/24	Gone
Did not know	20/24	10/10
Did not know	24/24	10/10
Slightly knew	24/24	5/10
Did not know	18/24	8/10
Did not know	21/24	9/10
Slightly knew	24/24	10/10
Did not know	24/24	10/10
Slightly knew	24/24	10/10

**Processing:**

Most of the students understood the material taught and that can be seen in the table above. The material will continue because it will just build off of what was already taught. For the future the teacher can use the many practice skills when working with multiplication and division. The students tend to learn from practicing the new skills in math. If this was ever taught again I would like to give feedback to the students in the area that they tend to be struggling the most. I could give the students extra practice sheets or games. This will help the students confidence in the area needed.