

Lesson 8: Fluidez al multiplicar

Standards Alignments

Addressing 5.NBT.B.5, 5.NF.B.4

Teacher-facing Learning Goals

- Solve problems that involve the multiplication of multi-digit numbers.

Student-facing Learning Goals

- Practiquemos la multiplicación.

Lesson Purpose

The purpose of this lesson is for students to play games to continue to develop fluency with multiplying multi-digit numbers with the standard algorithm.

In this lesson, students continue to find products of a 2-digit number and a 3-digit number with a strategic goal. They continue to play Greatest Product and they also use 5 given digits to try to make a product that is as close as possible to a given number. This is more challenging than making the greatest product as rather than putting the largest digits in the largest place values students will need to experiment or reflect about how each digit in the numbers influences the value of the product. This lesson provides an opportunity for teachers to observe students as they use the standard algorithm and offer support, as needed.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Materials from a previous lesson: Activity 1
- Materials from previous centers: Activity 1

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

Reflect on a time your thinking changed about

Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

something in class recently. How will you alter your teaching practice to incorporate your new understanding?

Cool-down (to be completed at the end of the lesson)

 5 min

Reflexiona sobre la multiplicación

Standards Alignments

Addressing 5.NBT.B.5

Student-facing Task Statement

Piensa en lo que aprendimos en esta sección sobre multiplicar números de varios dígitos. Describe algo que hayas entendido muy bien o describe algo que haya sido confuso o retador.

Student Responses

Sample response: I like using the standard algorithm because it's faster than writing all the partial products. I have to remember to estimate to check to make sure my answer makes sense.