

Common Core Math Parent Guides

Dear Families,

Lessons 1-9

The next few weeks, our math class will be learning about multiplication and division. We will learn how multiplication and division are related. Your child will learn how to multiply by exploring the concepts of repeated addition, skip counting, and using arrays. I am sending home a game for you to play with your child to help reinforce these skills.



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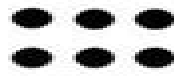
WORDS TO KNOW:

Array- an array shows objects in equal rows.

Example:



$$3 \times 2 = 6$$



$$2 \times 3 = 6$$

Commutative Property- you can multiply numbers in any order and the product is the same.

Example:

$$4 \times 8 = 8 \times 4$$

Multiplication Sentence:

$$3 \times 8 = 24$$

Factors- numbers that are being multiplied together

Product- the answer to a multiplication problem.

Skip Counting: counting by numbers such as 2, 5, or 10

Examples: 2, 4, 6, 8, 10... or 3, 6, 9, 12, 18...

3RD GRADE ENY MODULE I

Setting *the* Standard

Ny Math Common Core 3rd Grade 1

H Kauffman



Ny Math Common Core 3rd Grade 1:

Spots for MATH - Teacher's Edition - Grade 1, Volume 2 Spots for M.A.T.H.,2012-08 *Spots for MATH - Teacher's Edition - Grade 1* Spots for M.A.T.H.,2012-09 **Hands-On Mathematics, Grade 3** Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 3 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press Integrated Curriculum and Developmentally Appropriate Practice Craig H. Hart,Diane C. Burts,Rosalind Charlesworth,1997-01-01 Combines research and practice on integrated developmentally appropriate curriculum that helps theorists researchers parents and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn The Center Forum ,1969 **Research in Education** ,1973 **Resources in Education** ,1995-04 **The Early Childhood Curriculum** Suzanne L. Krogh,Pamela Morehouse,2014-02-18 Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities The Early Childhood Curriculum shows how to make such an approach work for all children preschool through the primary grades The text demonstrates how to confidently teach using inquiry based methods that address the whole child while also meeting and exceeding academic standards Offering a foundation in early childhood theory philosophy research and development the 2nd edition of this unique textbook helps future teachers as well as current educators understand the why of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own Since each curricular subject has its own integrity there is a chapter for each discipline grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child centered educational experience Chapters contain real life vignettes that demonstrate inquiry and integration in practice The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners New York Magazine ,1971-02-22 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning

writing and photography covering everything from politics and food to theater and fashion the magazine's consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea **New York Magazine** ,1971-02-22 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine's consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea Carr V. Koch ,2011 **Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-04-11 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in **Resources for Teaching Elementary School Science** A completely revised edition of the best selling resource guide **Science for Children** **Resources for Teachers** this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education **Resources for Teaching Elementary School Science** also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents Nutrition Education Printed Materials and Audiovisuals Shirley King

Evans,1990 **Nutrition and the Elderly** Shirley King Evans,1990 Forging Connections in Early Mathematics Teaching and Learning Virginia Kinnear,Mun Yee Lai,Tracey Muir,2017-12-12 This edited book promotes thinking dialogue research and theorisation on multiple ways of making connections in mathematics teaching and learning in early childhood education The book addresses some key challenges in research policy and practice in early childhood mathematics education It examines diverse ways for learning experiences to connect young children to mathematics and the importance of forging connections between mathematics and young children s lives as key elements in their engagement with mathematics Each chapter provides research or theoretical provocations and pedagogical implications for connecting children s lived experiences and ways of learning in mathematics teaching The chapters are drawn from a range of international authors who raise important ideas within the overall context of current research and consider the theoretical and practical implications of their research As such the book advances current thinking on mathematics teaching and learning for children in the early years from birth to eight years with an emphasis on children aged birth to 5 years It considers the purpose and value in connecting mathematics teaching and learning to children s lives and provides provocations for both educators and researchers on the many under researched and under represented aspects of early years mathematics teaching and learning

Teaching Creative and Critical Thinking Marjorie S. Schiering,2016-06-07 This workbook contains over sixty activities for learning through play The activities were created by teacher candidates retired educators and student learners They include interdisciplinary activities for first through twelfth grade levels Each activity includes how to implement instructions along with applicable learning standards **Curriculum Development Library** ,1980 **Learning and Teaching Early Math** Douglas H. Clements,Julie Sarama,2014-05-23 In this important book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help diagnose a child s level of mathematical understanding and provide guidance for teaching By focusing on the inherent delight and curiosity behind young children s mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying levels of knowledge exhibited by individual students which in turn allows them to better meet the learning needs of all children Using straightforward no nonsense language this book summarizes the current research about how children learn mathematics and how to build on what children already know to realize more effective teaching This second edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become quintessential professionals Updates to the new edition include Explicit connections between Learning Trajectories and the new Common Core State Standards New coverage of patterns and patterning Incorporation of hundreds of recent research studies Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , **New York Magazine** ,1969-10-13 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the

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