

Daily Review & Quick Teach

3A

Mini Whiteboards Required

Count by 3s to 30~

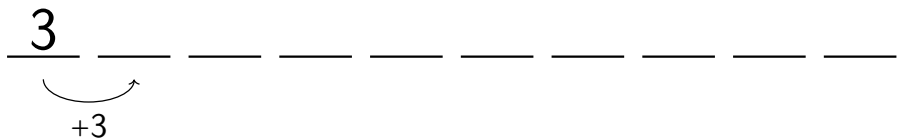
(Point to each line as students count)

3 6 9 12 15 18 21 24 27 30

Let's do that again, this time without the numbers.

Count by 3s to 30~

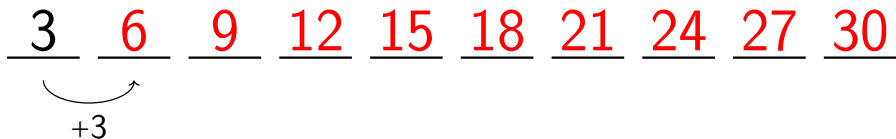
(Signal for each number)



Let's do that again, this time without the numbers.

Count by 3s to 30~

(Signal for each number)



4 8 12 16 20

24 28 32 36 40

Count by 4s to 40.

4

8

12

16

20

24

28

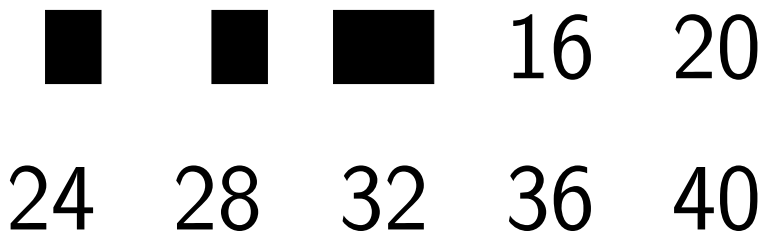
32

36

40

I want you to remember 4, 8, 12.

Say after me. 4, 8, 12^

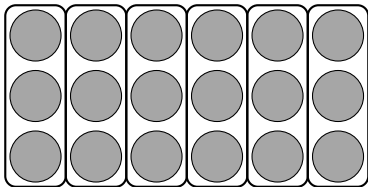


Count by 4s to 40.

4	8	12	16	20
24	28	32	36	40

Count by 4s to 40.

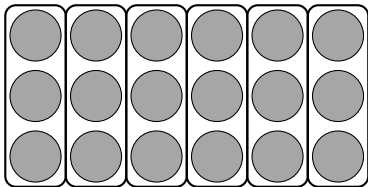
4, 8, 12, 16, 20, 24, 28, 32, 36, 40



$$6 \times 3 =$$

(Point to array)

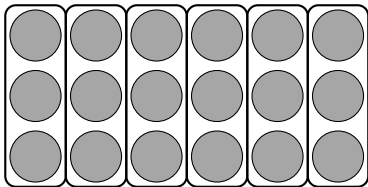
This array shows 6 groups of 3.



$$6 \times \overset{\bullet \bullet \bullet \bullet \bullet \bullet}{3} =$$

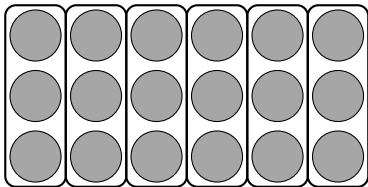
(Point to dots above 3)

Instead of skip counting using 3 columns, another way to calculate 6 times 3 is to skip count using 6 dots.



$$6 \times \overset{\cdot\cdot\cdot\cdot\cdot\cdot}{3} =$$

Skip count by 3s as I point.
(Point to each dot as students count)

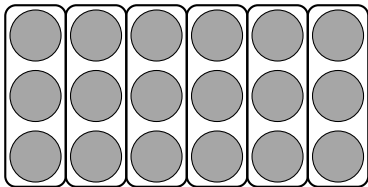


$$6 \times \overset{\bullet \bullet \bullet \bullet \bullet \bullet}{3} =$$

Skip count by 3s as I point.

(Point to each dot as students count)

3, 6, 9, 12, 15, 18



$$6 \times 3 = 18$$

(Point to each symbol as you say the fact)

6 times 3 equals 18.

What does 6 times 3 equal?~

$$6 \times 3 =$$

$$3 \times 6 =$$

Say and complete the focus facts.

$$6 \times 3 = 18$$

$$3 \times 6 = 18$$

Say and complete the focus facts.

6 times 3 equals 18, 3 times 6 equals 18

25,703

(Point to the comma)

The comma reminds us to say **thousand**.

What does the comma remind us to say?~

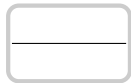
Read each number.

25,402

825,402

826,400

Prepare your board across.
(Model and Check)





(Point to top half of your board)

Write three thousand, four hundred and
twenty-eight here.



(Point to top half of your board)

Write three thousand, four hundred and twenty-eight here^

(Point to bottom half of your board)

Write seventy-three thousand, four hundred and twenty-eight here^

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

$$\begin{array}{r} 3,428 \\ \hline 73,428 \end{array}$$

Boards down. Check it. Wipe it.

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Half and double are opposites.

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Half and double are opposites.
What is double 15?~

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Half and double are opposites.

What is double 15? ~ 30

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Half and double are opposites.

What is double 15?~ 30

So what is half of 30?~

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Half and double are opposites.

What is double 15? ~ 30

So what is half of 30? ~ 15

(Read the text below only.)

$$\begin{array}{r} 25 \\ + 25 \\ \hline \end{array}$$

What is double 25?~

(Read the text below only.)

$$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$$

What is double 25?~ 50

(Read the text below only.)

$$\begin{array}{r} + \\ \hline 50 \end{array}$$

So, what is half of 50?~

(Read the text below only.)

$$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$$

So, what is half of 50?~ 25

(Read the text below only.)

$$\begin{array}{r} 35 \\ + 35 \\ \hline \end{array}$$

What is double 35?~

(Read the text below only.)

$$\begin{array}{r} 35 \\ + 35 \\ \hline 70 \end{array}$$

What is double 35?~ 70

(Read the text below only.)

$$\begin{array}{r} + \\ \hline 70 \end{array}$$

So, what is half of 70?~

(Read the text below only.)

$$\begin{array}{r} 35 \\ + 35 \\ \hline 70 \end{array}$$

So, what is half of 70?~ 35

(Read the text below only.)

$$\begin{array}{r} 45 \\ + 45 \\ \hline \end{array}$$

What is double 45?~

(Read the text below only.)

$$\begin{array}{r} 45 \\ + 45 \\ \hline 90 \end{array}$$

What is double 45?~ 90

(Read the text below only.)

$$\begin{array}{r} + \\ \hline 90 \end{array}$$

So, what is half of 90?~

(Read the text below only.)

$$\begin{array}{r} 45 \\ + 45 \\ \hline 90 \end{array}$$

So, what is half of 90?~ 45

Let's recall those halves.

What is half of 30?~

What is half of 30?~ 15

What is half of 50?~

What is half of 50?~ 25

What is half of 70?~

What is half of 70?~ 35

What is half of 90?~

What is half of 90?~ 45

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

The bottom number in a fraction is called the denominator.

Say after me. De-nom-in-a-tor ^

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

The bottom number in a fraction is called the denominator.

Say after me. De-nom-in-a-tor ^

Say after me. Denom-inator ^

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

The bottom number in a fraction is called the denominator.

Say after me. De-nom-in-a-tor ^

Say after me. Denom-inator ^

Altogether. Denominator ^

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

Remember, “de” means **down**.
What does “de” mean?~

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

Remember, “de” means **down**.

What does “de” mean?~

(Point to the denominator)

The denominator is down.

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

“Nom” means **name**.

What does “nom” mean?~

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

The denominator is the number *down* the bottom and it tells us the *name* of the fraction.

$$\frac{3}{7} \quad \leftarrow \text{denominator}$$

The bottom number of a fraction is called the **denominator**.

What is the bottom number of a fraction called?~

$$\frac{4}{5} \quad \leftarrow \text{denominator}$$

What is the denominator?~

$$\frac{4}{5} \quad \leftarrow \text{denominator}$$

What is the denominator? ~ 5

$$\frac{4}{5} \quad \leftarrow \text{denominator}$$

What is the denominator? ~ 5

What is the fraction? ~

$$\frac{4}{5} \quad \leftarrow \text{denominator}$$

What is the denominator? ~ 5

What is the fraction? ~ 4 fifths

$$\frac{4}{5} \quad \leftarrow \text{denominator}$$

What is the denominator? ~ 5

What is the fraction? ~ 4 fifths

That's right. If the denominator is 5, the fraction's name is fifths.

$$\frac{3}{4}$$

What is the denominator?~

$$\frac{3}{4}$$

What is the denominator? ~ 4

$$\frac{3}{4}$$

What is the denominator? ~ 4

What is the fraction? ~

$$\frac{3}{4}$$

What is the denominator? ~ 4

What is the fraction? ~ 3 quarters

$$\frac{3}{4} \quad \leftarrow \text{denominator}$$

The bottom number of a fraction is called the **denominator**.

What is the bottom number of a fraction called?~

$$3 \times 6 =$$

$$6 \times 3 =$$

Say and complete the focus facts.

$$3 \times 6 = 18$$

$$6 \times 3 = 18$$

Say and complete the focus facts.

3 times 6 equals 18, 6 times 3 equals 18

$$4 \times 3 =$$

Say and complete this fact.

$$4 \times 3 = 12$$

Say and complete this fact,

4 times 3 equals 12



(Point to each note as students count)

Skip count by 5 dollars to find the value of this collection.



(Point to each note as students count)

Skip count by 5 dollars to find the value of this collection. 5 dollars, 10 dollars, 15 dollars, 20 dollars



What is the value of this collection?~



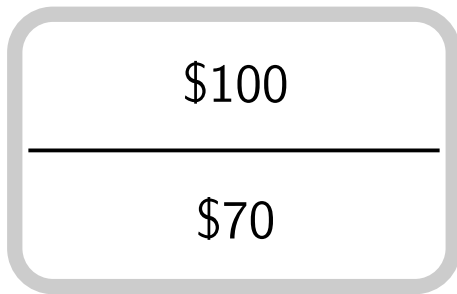
What is the value of this collection? ~ \$20



Write the value of each collection on your whiteboard.

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)



Boards down. Read it. Check it. Wipe it.

\$12.50

How many dollars?~

\$12.50

How many dollars? ~ 12

\$12.50

How many cents?~

\$12.50

How many cents? ~ 50

\$12.50

How much altogether?~

\$12.50

How much altogether? ~ 12 dollars and 50 cents

\$4.17

How much altogether?~

\$4.17

How much altogether? ~ 4 dollars and 17 cents

Your turn to write a money amount.

I will say the amount in two parts – the dollar amount and then the cents.

(Steps on following slide)

Before you write the dollar amount, you need to write a dollar sign.

Write the dollar sign and dollar amount of 14 dollars now.

Before you write the cents, you need to write a decimal point. Remember, the decimal point is the same symbol as a full stop.

Write the decimal point and cents amount of 25 cents now.

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

\$14.25

Boards down. Check it. Wipe it.

$$3 \times 3 =$$

Say and complete this fact.

$$3 \times 3 = 9$$

Say and complete this fact.

3 times 3 equals 9

$$3 \times 6 =$$

$$6 \times 3 =$$

Say and complete the focus facts.

$$3 \times 6 = 18$$

$$6 \times 3 = 18$$

Say and complete the focus facts.

3 times 6 equals 18, 6 times 3 equals 18

$$\begin{array}{r} 7\ 12 \\ 5\ \cancel{8}\ \cancel{2} \\ -\ 4\ 3\ 9 \\ \hline \end{array}$$

When we regroup in a subtraction problem we do:
(Point to tens column then ones column as you say)

1 less, 10 more

What do we do?~

$$\begin{array}{r} 582 \\ - 439 \\ \hline \end{array}$$

(Point to the problem above as you say it)

This problem is **582 minus 439**. What is the problem? ^

$$\begin{array}{r} 582 \\ - 439 \\ \hline \end{array}$$

You will solve this problem on your whiteboard in a moment. Before, you do, let's review how to do the first step.

$$\begin{array}{r} 582 \\ - 439 \\ \hline \end{array}$$

(Point to the ones problem as you say)
2 minus 9, do we have enough?~

$$\begin{array}{r} 582 \\ - 439 \\ \hline \end{array}$$

(Point to the ones problem as you say)

2 minus 9, do we have enough?~ **No regroup**

$$\begin{array}{r} 582 \\ - 439 \\ \hline \end{array}$$

(Point to 8)

1 less, how many left?~

$$\begin{array}{r} 7 \\ 5\ \cancel{8}\ 2 \\ -\ 4\ 3\ 9 \\ \hline \end{array}$$

(Point to 8)

1 less, how many left? ~ 7

$$\begin{array}{r} 7 \\ 5\cancel{8}2 \\ - 439 \\ \hline \end{array}$$

10 more, how many now?~

$$\begin{array}{r} 7 \text{ } 12 \\ 5 \text{ } \cancel{8} \text{ } \cancel{2} \\ - 4 \text{ } 3 \text{ } 9 \\ \hline \end{array}$$

(Point to 2)

10 more, how many now? ~ 12

$$\begin{array}{r} 7 \text{ 12} \\ 5 \text{ ~~8~~ ~~2~~ \\ - 4 \text{ 3 9} \\ \hline \end{array}$$

(Point to the new ones problem as you say)
12 minus 9, do we have enough?~

$$\begin{array}{r} 7 \text{ } 12 \\ 5 \text{ } \cancel{8} \text{ } \cancel{2} \\ - 4 \text{ } 3 \text{ } 9 \\ \hline \end{array}$$

(Point to the new ones problem as you say)
12 minus 9, do we have enough?~ **Yes, do it!**

$$\begin{array}{r} 7 \ 12 \\ 5 \ \cancel{8} \ \cancel{2} \\ - \ 4 \ 3 \ 9 \\ \hline \end{array}$$

(Point to the new ones problem as you say)

What is 12 minus 9~

$$\begin{array}{r} 7 \ 12 \\ 5 \ ~~8~~ \ ~~2~~ \\ - \ 4 \ 3 \ 9 \\ \hline 3 \end{array}$$

(Point to the new ones problem as you say)

What is 12 minus 9 ~ 3



$$\begin{array}{r} 5 \ 8 \ 2 \\ - 4 \ 3 \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 5 \ 3 \\ - 4 \ 2 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 8 \ 1 \\ - 5 \ 4 \ 8 \\ \hline \end{array}$$

Solve these problems.

Go. (Support)

(Progress to next slide once the majority have completed the first problem)



$$\begin{array}{r} 5 \ 8 \ 2 \\ - 4 \ 3 \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 5 \ 3 \\ - 4 \ 2 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 8 \ 1 \\ - 5 \ 4 \ 8 \\ \hline \end{array}$$

3, 2, 1, **Chin it!** (Click to reveal answers)



$$\begin{array}{r} 7 \quad 12 \\ 5 \quad \cancel{8} \quad \cancel{2} \\ - 4 \quad 3 \quad 9 \\ \hline 1 \quad 4 \quad 3 \end{array}$$

$$\begin{array}{r} 4 \quad 13 \\ 8 \quad \cancel{5} \quad \cancel{3} \\ - 4 \quad 2 \quad 7 \\ \hline 4 \quad 2 \quad 6 \end{array}$$

$$\begin{array}{r} 7 \quad 11 \\ 7 \quad \cancel{8} \quad \cancel{1} \\ - 5 \quad 4 \quad 8 \\ \hline 2 \quad 3 \quad 3 \end{array}$$

3, 2, 1, **Chin it!** (Click to reveal answers)

Boards down. Check it. Wipe it.

Our hands can help us count.

We count on our non-writing hand so we can count then write.

Let's see how to count to 10 on one hand.
(Steps on following slide)

My turn first.

I hold my marker in my writing hand.

I count on my other hand starting from 1 with my thumb pointing up.

Watching – 1, 2, 3, 4, 5.

(Count from 1 to 5 using the images below as a guide – thumb up, then fingers out)



1



2



3



4



5

Your turn to count with me.

Hold your marker in your writing hand.

Remember to count on your other hand, and start with your thumb pointing **up**.

Which way does your thumb point?~

Let's count from 1 to 5. Ready – 1, 2, 3, 4, 5.

(Count from 1 to 5 with students)



1



2



3



4



5

My turn to count from 6 to 10 using the same hand.
To show that I've counted past 5, I point at myself with my thumb when I say 6.

Watching – 6, 7, 8, 9, 10.

(Count from 6 to 10 using the images below as a guide
– thumb to self, wrist facing down.

Images show what hand looks like from above)



6



7



8



9



10

Your turn to count with me.

Remember to point to yourself when you say 6.

Show me how you point to yourself~

Let's count from 6 to 10. Ready – 6, 7, 8, 9, 10.

(Count from 6 to 10 with students)



6



7



8



9



10

Let's count together from 1 to 10 on one hand.

Remember – thumb up for 1, point at yourself for 6.

Ready – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

(Count from 1 to 10 on one hand with students)



1



2



3



4



5



6



7



8



9



10

$$3 \times 4 =$$

Say and complete this fact.

$$3 \times 4 = 12$$

Say and complete this fact,

3 times 4 equals 12

$$6 \times 3 =$$

$$3 \times 6 =$$

Say and complete the focus facts.

$$6 \times 3 = 18$$

$$3 \times 6 = 18$$

Say and complete the focus facts.

6 times 3 equals 18, 3 times 6 equals 18

Time to solve a problem!

(Click, then provide 45-60 seconds for students to solve.)

A family flew two thousand and thirty-five kilometres from Adelaide to Perth.



This distance can be written as?

- A. 235km B. 2035km C. 2350km D. 200035km

3, 2, 1, Chin it!

Click to next slide to reveal the answer. Then choose an action based on the class result:

- 80% or more correct: State the answer.
- Less than 80% correct: Model the solution.

A family flew two thousand and thirty-five kilometres from Adelaide to Perth.



This distance can be written as?

- A. 235km B. 2035km C. 2350km D. 200035km

Answer: B

Let's do another.

Alina is 83 years old. Her granddaughter is 7 years old.
What is the difference between their ages?

- A. 7 years B. 76 years C. 84 years D. 90 years

3, 2, 1, Chin it!

Click to next slide to reveal the answer. Then choose an action based on the class result:

- 80% or more correct: State the answer.
- Less than 80% correct: Model the solution.

Alina is 83 years old. Her granddaughter is 7 years old.
What is the difference between their ages?

- A. 7 years B. 76 years C. 84 years D. 90 years

Answer: B



Each large interval is 5 minutes.

Each large interval is?~



Each large interval is 5 minutes.

Each large interval is?~

5 minutes

From midnight to just before noon, it is AM.
What is it from midnight to just before noon?~

From midnight to just before noon, it is AM.
What is it from midnight to just before noon?~

AM

From noon to just before midnight, it is PM.
What is it from noon to just before midnight?~

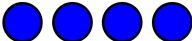
From noon to just before midnight, it is PM.
What is it from noon to just before midnight?~

PM

Number of coloured counters	
Red	    
Black	  
Blue	   

 = 2 counters

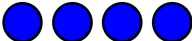
How many blue counters are there?~

Number of coloured counters	
Red	
Black	
Blue	

 = 2 counters

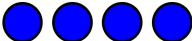
How many blue counters are there?~

8

Number of coloured counters	
Red	
Black	
Blue	

 = 2 counters

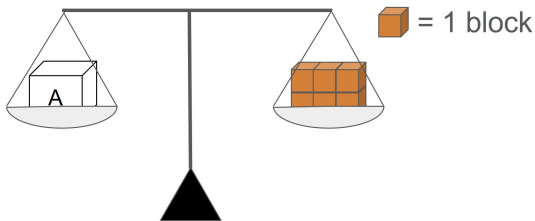
Compared to black, how many more red counters are there?~

Number of coloured counters	
Red	
Black	
Blue	

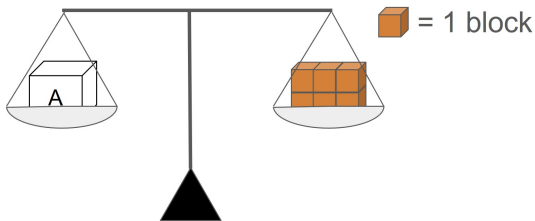
 = 2 counters

Compared to black, how many more red counters are there?~

4



What is the mass of object A?~



What is the mass of object A?~

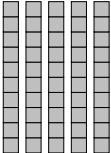
6 blocks

Time for Fluency Practice.

1. Put your whiteboard away.
2. Get your Student Workbook.

(Click to the next slide for oral rehearsal)

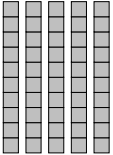
Say and complete these problems using place value.
(Point to numbers to cue student response)

Tens	Ones
	

$$5 \times 10 =$$

$$10 \times 5 =$$

Say and complete these problems using place value.
(Point to numbers to cue student response)

Tens	Ones
	

$$5 \times 10 = 50$$

$$10 \times 5 = 50$$

$$6 \times 2 =$$

$$6 \times 10 =$$

I will show you some problems and then ask: “Double or place value?”

- If the problem has a 2 in it, say “Double.”
- If the problem has a 10 in it, say “Place value.”

$$2 \times 7 =$$

Double or place value?~

$$2 \times 7 =$$

Double or place value? ~ Double

$$3 \times 10 =$$

Double or place value?~

$$3 \times 10 =$$

Double or place value? ~ **Place value**

$$9 \times 10 =$$

Double or place value?~

$$9 \times 10 =$$

Double or place value? ~ Place value

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$2 \times 3 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$2 \times 3 = 6$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$2 \times 3 = 6$$

$$2 \times 9 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$2 \times 3 = 6$$

$$2 \times 9 = 18$$

$$6 \times 3 =$$

$$3 \times 6 =$$

Say and complete the focus facts.

$$6 \times 3 = 18$$

$$3 \times 6 = 18$$

Say and complete the focus facts.

6 times 3 equals 18, 3 times 6 equals 18

(Have a timer ready, out of sight of students)

1. Open your Student Workbook to 3A – Fluency Practice.
2. When I say go, you will complete as many problems as you can in 2 minutes.
3. Up Up, **Pencils Up**.
4. Go. (Start timer)

(Observe students' work, supporting them as needed. Stop students after two minutes.)

Time for our lesson. Let's get ready!

(Continue with Lesson 3A from your Teacher Lesson Book)