



YOUTH ART PROJECT FOR:

MULTIPLICATION

OBJECTIVE

Students will learn multiplication of whole numbers.

Set up/prep time:

30 minutes

Activity Time:

2-3 hours

Materials Needed:

Colored Markers and or Colored Pencils, Pencil, Eraser, Fine Point Black Marker, Safety Scissors, and Two Sheets of White Paper.





COMMON CORE STATE STANDARD

Math.Content.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

PRE LESSON ASSESSMENT

What do the students already know about Multiplication?

VOCABULARY

Multiply, Whole Number, Product

RELEVANT RESOURCES

Content

<http://www.basic-mathematics.com/multiplying-whole-numbers.html>

<http://www.coolmath4kids.com/times-tables/times-tables-lesson-multiplication-1.html>

<http://www.gcflearnfree.org/mathbasics/5.1>

Art

<http://www.mindmapinspiration.com/drawing-a-mind-map-from-start-to-finish/>

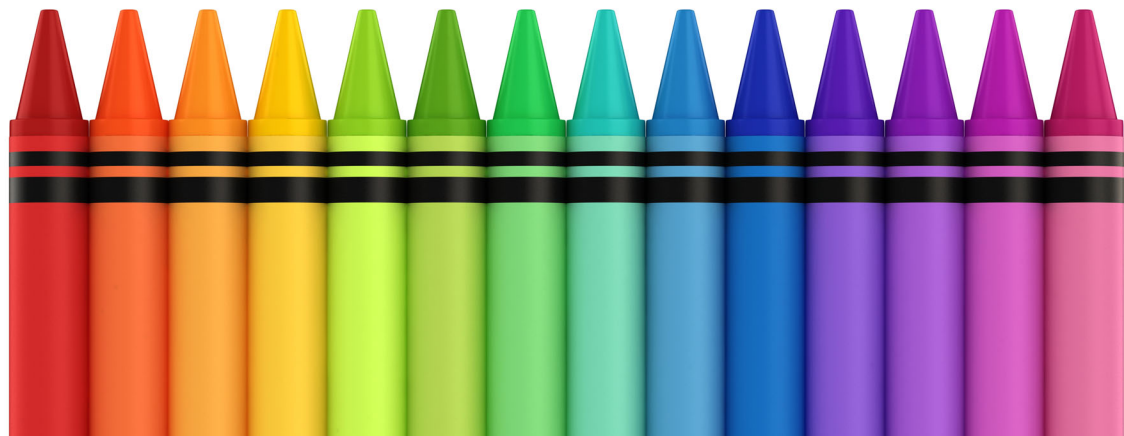
<http://www.wikihow.com/Make-a-Mind-Map>

http://www.ehow.com/how_4542080_multiplication-house-elementary-math.html

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

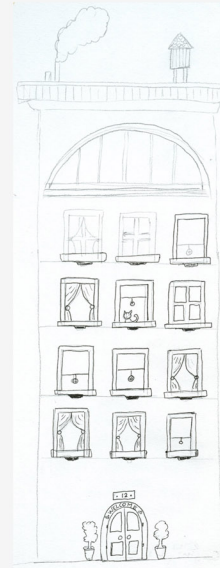
*“Opportunities multiply as they are seized.”
- Sun Tzu*





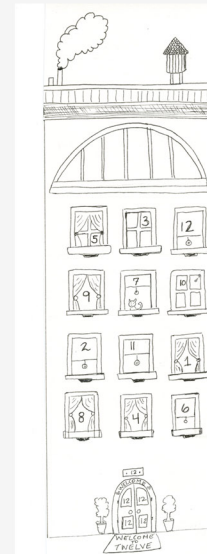
STEP 1

Use a pencil to draw an outline of the house including a roof. The house should be square or rectangular in shape and take up an entire page of paper, as it needs to have room for 12 windows and a door. Draw at least 12 windows and be sure to also include the door at the bottom of the house. These windows can be placed anywhere in the house, depending on personal preference, but they need to be large enough to write large numbers on.



STEP 2

Have the student write a specific number of a timetable they want to memorize, on the door (i.e., 12). With the rest of the windows have the students place one number (1- through 12)_sporadically on the twelve windows. Have the students then cut along three out of the four edges of the windows so it forms a flap. Cut out the house and glue it on a sheet of construction paper being careful not to glue any of the window flaps to the paper.



STEP 3

Open each window flap and write the correct answer to the math problem behind it. For example, if your window displays the number 2 and the door displays the number 6 (representing 6×2), then you would open the window flap and write "12" behind it. Decorate the multiplication house once you're done. Students can color them in with crayons, markers or color pencils. Once the multiplication house is finished, encourage your students to practice memorizing their math problems with it.



POST LESSON ASSESSMENT

What new knowledge did the students gain about Multiplication?