Unit 2: Multiplication and Division

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit focuses on an introduction to multiplication and division concepts. Learners build upon their Grade 2 with work with arrays and repeated addition to work with equal groups and larger arrays. They explore this concept of multiplication together with the concept of division. By exploring the concepts together, learners learn to reason about the relationship between the two operations and come to understand division as an unknown-factor problem. Learners use increasingly sophisticated strategies to solve multiplication and division problems involving single-digit numbers. As learners apply strategies to solve these problems, they begin working towards accuracy and efficiency (fluency) with these operations. By the end of the unit, learners use drawings and equations with a symbol for the unknown to represent simple two-step word problems using the four operations.

ESSENTIAL QUESTIONS

Module 3

- How can you use multiplication strategies to solve multiplication problems?

- How can you use skip counting to solve multiplication problems?

Module 4

- How can you apply multiplication properties to solve multiplication equations?

- How can the distributive property be used to solve multiplication equations?

Module 5 -

- How can we use the properties of multiplication to find the product with one factor of 10?

- How can we use place value to find the product with one factor of 10?

Module 6 -

- How can we use equal groups to better understand division?

- How can we relate subtraction and division?

- How can we represent division with arrays and bar models?

- How can we apply division rules?

Module 7-

- How can we use multiplication strategies and division strategies to solve multiplication and division equations?

- How can we use related facts to understand the relationship between multiplication and division?

Module 8 -

- How can we use multiplication strategies to solve division equations?

- How can we use division strategies to solve multiplication equations?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.3.OA	Operations and Algebraic Thinking
MATH.3.OA.A	Represent and solve problems involving multiplication and division
MATH.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.
MATH.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
MATH.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MATH.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MATH.3.OA.B	Understand properties of multiplication and the relationship between multiplication and division
MATH.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MATH.3.OA.B.6	Understand division as an unknown-factor problem.
MATH.3.OA.C	Multiply and divide within 100
MATH.3.OA.C.7	With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MATH.3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic

MATH.3.OA.D.8	Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MATH.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.
MATH.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

PRE-ASSESSMENTS

Unit 2 Project - Skate Sale page 58

Module 3 - Understand Multiplication "Are You Ready?" - page 60

Module 4 - Relate Multiplication to Area "Are You Ready?" - page 82

Module 5 - Understand Multiplication "Are You Ready?" - page 116

Module 6 - Relate Multiplication to Area "Are You Ready?" - page 138

Module 7- Understand Multiplication "Are You Ready?" - page 170

Module 8 - Relate Multiplication to Area "Are You Ready?" - page 210

INSTRUCTIONAL PLAN

MODULE 3

Module 3 Understand Multiplication Strategies

LESSON 3.1

Lesson 3.1 Multiply with 2 and 4

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to multiply with 2 and 4.
Student Learning Strategies	Students will Use of manipulatives- two-color counters and square tiles to help multiply 2 and 4.
Success Criteria	I can use different strategies to multiply with factors 2 and 4 and solve equal groups problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 61, 62, 63, 64 **Check for Understanding** page 64 **Own Your Own** page 65
Activities and Resources	**Warm Up** Spark Your Learning page 61 **Mini Lesson** Build Understanding page 62 **Guided Practice** Step It Out pages 63 - 64 **Independent Practice** Check Understanding page 65 - 66 Exit Ticket Online Resource **Plan for differentiated instruction** page 61c **Small Group Options** On Track - page 61c Mathboards Almost There - page 61c Tabletop Flipchart Lesson 3.1 Two clear large plastic bags Connecting cubes Ready for More - page 61c Digit Cards 1-9 (Teacher Resources) Mathboards **Math Center Options** On Track • More Practice/Homework 3.1 • Fluency Builder Addition and Subtraction • Interactive Glossary - doubles • Poggles MX Operations Level 2 • Poggles MX Operations Level 10

	• Game Guess My Number Almost There • Reteach 3.1 • Interactive Reteach 3.1 • RtI Tier 3 Skill 2 Doubles Ready for More • Challenge 3.1 • Interactive Challenge 3.1 **Resources** *IntoMath* Teacher Edition Module 3
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding,

to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

	Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

LESSON 3.2

Lesson 3.2 Multiply with 5 and 10

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to multiply 5 and 10 with multiplication strategies.
Student Learning Strategies	Students will Use of Manipulatives - play money; pennies, dimes to skip count by 5s and 10s. Two color counters to model equal groups
Success Criteria	I can use different strategies to multiply with the factors 5 and 10 and solve equal groups problems.
Formative Assessment (drives instructional	**Turn and Talk** pages 67, 68, 69, 70

decisions)	**Check for Understanding** page 70 **Own Your Own** page 71 - 72
Activities and Resources	**Warm Up** Spark Your Learning page 67 **Mini Lesson** Build Understanding page 68 - 69 **Guided Practice** Step It Out page 70 **Independent Practice** Check Understanding page 70 Exit Ticket Online Resource **Plan for differentiated instruction** page 67c **Small Group Options** On Track - page 67c Play money (nickels and dimes), number cubes, MathBoards Almost There - page 67c Tabletop Flipchart Lesson 3.2 Digit Cards 0-9 Play money (nickels and dimes) Ready for More - page 67c Play money (nickels and dimes), Mathboards **Math Center Options** On Track • More Practice/Homework 3.3 • Interactive Glossary - product, multiple • Poggles MX Number Relationships Level 4 Multiply with 5 • Poggles MX Number Relationships Level 11 Multiply with 10 • Poggles MX Operations Level 4 Multiple with 10s • Game Guess My Number Almost There • Reteach 3.2 • Interactive Reteach 3.2 • RtI Tier 2 Skill 10 Multiply with 2 and 4 Ready for More • Challenge 3.2 • Interactive Challenge 3.2 **Resources** *IntoMath* Teacher Edition Module 3/4
Suggested Modifications	**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool

The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion

	of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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LESSON 3.3

Lesson 3.3 Multiply with 3 and 6

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use multiplication strategies to solve multiplication problems with 3 and 6.
Student Learning Strategies	Students will Use of manipulatives - square tiles and two-color counters to multiply with 3 and 6
Success Criteria	I can use different strategies to multiply with factors 3 and 6 and solve equal groups problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 73, 74, 76 **Check for Understanding** page 76 **Own Your Own** page 77 - 78
Activities and Resources	**Warm Up** Spark Your Learning page 73 **Mini Lesson** Build Understanding page 74 **Guided Practice** Step It Out page 75 - 76 **Independent Practice** Check Understanding page 76, Exit Ticke Online Resource **Plan for differentiated instruction** page 73c **Small Group Options** On Track - page 73c counters Almost There - page 73c

	Tabletop Flipchart Lesson 3.3 counters, index cards Ready for More - page 73c 1-inch grid paper (Teacher Resources) ds **Math Center Options** On Track • More Practice/Homework 3.3 • Fluency Maintenance Addition • My Learning Summary • Poggles MX Operations Level 8 Multiply with 3s • Poggles MX Operations Level 13 Multiply with 6s • Game Guess My Number Almost There • Reteach 3.3 • Interactive Reteach 3.3 • RtI Tier 2 Skill 1 Count by fives and tens Ready for More • Challenge 3.3 • Interactive Challenge 3.3 **Resources** *IntoMath* Teacher Edition Module 2
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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MODULE 4

Module 4- Apply Multiplication Properties as Strategies

LESSON 4.1

Lesson 4.1 Understand the Identity and Zero Properties of Multiplication

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to use multiplication properties to solve multiplication problems.
Student Learning Strategies	Students will Count equal groups to model and solve multiplication properties
Success Criteria	I can use the Identity Property and Zero Property of Multiplication as strategies to multiply with 1 and 0.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 83, 85 **Check for Understanding** page 85 **Own Your Own** page 42
Activities and Resources	**Warm Up** Spark Your Learning page 83 **Mini Lesson/Guided Practice** Build Understanding page 84 - 85 **Independent Practice On Your Own** page 86, Exit Ticket Online Resource **Plan for differentiated instruction** page 83c **Small Group Options** On Track - page 83c Mathboards, pencils and paper, eraser Almost There - page 83c Tabletop Flipchart Lesson 4.1 Paper Plates, Counters Mathboards or pencil & paper Ready for More - page 83c Mathboards or pencil & paper **Math Center Options** On Track • More Practice/Homework 4.1 • Fluency Builder Multiplication with 3 and 4 • Interactive Glossary - identity property of multiplication, zero property of multiplication • Poggles MX Operations Level 12 Almost There

	• Reteach 4.1 • Interactive Reteach 4.1 • RtI Tier 2 Skill 4 Represent Equal Groups Ready for More • Challenge 4.1 • Interactive Challenge 4.1 • Poggles MX: Operations Level 19 **Resources** *IntoMath* Teacher Edition Module 3/4
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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MA.3.OA.B.5 Apply properties of operations as strategies to multiply and divide.

LESSON 4.2

Lesson 4.2 Understand the Distributive Property

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning about the Distributive Property.
Student Learning Strategies	Students will

	Use of manipulatives: two-color counters and square tiles to work with distributive property.
Success Criteria	I can understand and know how to use the Distributive Property to decompose factors as a strategy to multiply 1-digit numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 87, 88 **Check for Understanding** page 89 **Own Your Own** page 90
Activities and Resources	**Warm Up** Spark Your Learning page 87 **Mini Lesson/Guided Practice** Build Understanding page 89 - 9 **Independent Practice** Check Understanding page 89, Exit Ticke Online Resource **Plan for differentiated instruction** page 87c **Small Group Options** On Track - page 87c grid paper (Teacher Resources) scissors, glue, a sheet of paper, pencil Almost There - page 87c Tabletop Flipchart Lesson 4.2 Two color counters Ready for More - page 87c Grid Paper (Teacher Resources), crayons or colored pencils, index cards **Math Center Options** On Track • More Practice/Homework 4.2 • Interactive Glossary - Distributive Property Almost There • Reteach 4.2 • Interactive Reteach 4.2 • RtI Tier 2 Skill 2 Array Models Ready for More • Challenge 4.2 • Interactive Challenge 4.2 • Poggles MX: Number Relationships, Level 9 **Resources** *IntoMath* Teacher Edition Module 3/4

Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts. Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4.3

Lesson 4.3 Understand the Associative Property of Multiplication

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to multiply three factors by using the Associative and Commutative Properties of Multiplication.
Student Learning Strategies	Students will Use of Manipulatives - square tiles and two-color counters to work with properties.
Success Criteria	I can multiply three factors by using the Associative and Commutative Properties of Multiplication.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 91, 92, 93 **Check for Understanding** page 93 **Own Your Own** page 94
Activities and Resources	**Warm Up** Spark Your Learning page 91 **Mini Lesson/Guided Practice** Build Understanding page 92 - 93 **Independent Practice** Check Understanding page 94, Exit Ticke Online Resource **Plan for differentiated instruction** page 91c **Small Group Options** On Track - page 91c Two-color counters

	Almost There - page 91c Tabletop Flipchart Lesson 4.3 Digit Cards 1-5 Ready for More - page 91c Elbow pasta, glue **Math Center Options** On Track • More Practice/Homework 4.3 • Interactive Glossary - Associative Property of Multiplication Almost There • Reteach 4.3 • Interactive Reteach 4.3 • RtI Tier 2 Skill 2 Array Model Ready for More • Challenge 4.3 • Interactive Challenge 4.3 **Resources** *IntoMath* Teacher Edition Module 3/4
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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	Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 4.4

Lesson 4.4 Multiply with 7

Student Learning Intentions (SLI) WALT: (We	We are learning to use multiplication properties to multiply by 7.

are learning to…)	
Student Learning Strategies	Students will Use of manipulatives - square tiles, two-color counters and Number lines to to multiply with 7.
Success Criteria	I can use several multiplication strategies to multiply with 7.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 95, 96, 97 **Check for Understanding** page 97 **Own Your Own** page 98
Activities and Resources	**Warm Up** Spark Your Learning page 95 **Mini Lesson** Build Understanding page 96 **Guided Practice** Step It Out page 97 **Independent Practice** Check Understanding page 97, Exit Ticke Online Resource **Plan for differentiated instruction** page 95c **Small Group Options** On Track - page 95c Index cards, pencil Almost There - page 95c Tabletop Flipchart Lesson 4.4 Square tiles Ready for More - page 95c Pencil and paper **Math Center Options** On Track • More Practice/Homework 4.4 • Fluency Maintenance Subtraction • My Learning Summary • Poggles MX Operations Level 17 • Game Guess My Number Almost There • Reteach 4.4 • Interactive Reteach 4.4 Ready for More • Challenge 4.4 • Interactive Challenge 4.4

	Resources *IntoMath* Teacher Edition Module 3/4
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Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may

	need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4.5

Lesson 4.5 Multiply with 8

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to multiply by 8.
Student Learning Strategies	Students will Use of manipulatives - square tiles and number lines to multiply with 8.
Success Criteria	I can alternate between strategies and properties to multiply with 8. I can determine the best strategy to use for different factors and problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 99, 101 **Check for Understanding** page 101 **Own Your Own** page 102
Activities and Resources	**Warm Up** Spark Your Learning page 99 **Mini Lesson** Build Understanding page 100 **Guided Practice** Step It Out page 101 **Independent Practice** Check Understanding page 101, Exit Ticket Online Resource

Plan for differentiated instruction page 99c

Small Group Options

On Track - page 99c

MathBoards

Almost There - page 99c

Tabletop Flipchart Lesson 4.5

Square tiles, MathBoards

Ready for More - page 99c

Grid paper (Teacher Resource Masters)

Math Center Options

On Track

- More Practice/Homework 3.1
- Poggles MX Operations Level 15
- Game Guess My Numbers

Almost There

- Reteach 4.5
- Interactive Reteach 4.5

Ready for More

- Challenge 4.5
- Interactive Challenge 4.5

Resources *IntoMath* Teacher Edition Module 3/4

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of

important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Alternate or Modified Assignments: Always ask yourself,

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two

one-digit numbers.

LESSON 4.6

Lesson 4.6 Multiply with 9

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning to multiply by 9.
Student Learning Strategies	Students will Use of manipulatives - square tiles and number line to multiply with 9.
Success Criteria	I can apply the Distributive Property with multiplication and addition or subtraction. I can use patterns and strategies to multiply with 9.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 103, 104, 105 **Check for Understanding** page 105 **Own Your Own** page 106
Activities and Resources	**Warm Up** Spark Your Learning page 103 **Mini Lesson** Build Understanding page 104 **Guided Practice** Step It Out page 105 **Independent Practice** Check Understanding page 106, Exit Ticket Online Resource **Plan for differentiated instruction** page 103c **Small Group Options** On Track - page 103c Index cards, Digit Cards (1-9) two-color counters, grid paper, MathBoards, paper and pencil Almost There - page 103c Tabletop Flipchart Lesson 4.6 Connecting cubes in two colors Ready for More - page 103c Index cars, paper and pencil **Math Center Options** On Track • More Practice/Homework 4.6 • Fluency Builder Addition Level 2

	• Poggles MX Operations Level 6 • Game Guess My Numbers Almost There • Reteach 4.6 • Interactive Reteach 4.6 • RtI Tier 2 Skill 1 Count by Fives and Tens Ready for More • Challenge 4.6 • Interactive Challenge 4.6 **Resources** *IntoMath* Teacher Edition Module 3/4
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

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	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 4.7

Lesson 4.7 Identify Number Patterns on the Multiplication Table

Student Learning Intentions (SLI) WALT: (We are learning to…)	We are learning about patterns on a multiplication table,
Student Learning Strategies	Students will Use of manipulatives - two-color counters, connecting cubes, and multiplication tables to help see multiplication patterns.
Success Criteria	I can identify arithmetic patterns in the multiplication table and explain them by using the properties of operations. I can use patterns and properties to find products in a table and to identify products as odd or even.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 107, 108, 109 **Check for Understanding** page 111 **Own Your Own** page 112

Activities and Resources	**Warm Up** Spark Your Learning page 107 **Mini Lesson** Build Understanding page 108 - 109 **Guided Practice** Step It Out page 110 **Independent Practice** Check Understanding page 111, Exit Ticket Online Resource **Plan for differentiated instruction** page 107c **Small Group Options** On Track - page 107c Multiplication Tables (Teacher Resource Masters), pencil and paper Almost There - page 107c Tabletop Flipchart Lesson 4.7 Multiplication Tables (Teacher Resource Masters), pencil and paper Ready for More - page 107c Multiplication Tables (Teacher Resource Masters), pencil and paper **Math Center Options** On Track • More Practice/Homework 4.7 • My Learning Summary Standards Practice • Apply Properties of Operations to Multiply and Divide • Fluency Multiply and Divide within 100 Almost There • Reteach 4.7 • Interactive Reteach 4.7 Ready for More • Challenge 4.7 • Interactive Challenge 4.7 **Resources** *IntoMath* Teacher Edition Module 3/4
Suggested Modifications	• **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech pattern

to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other

students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

MODULE 5

Module 5- Multiplication with Multiples of 10

LESSON 5.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.1- We are learning to use the distributive property t break apart factors and find products in which one factor is a multiple of 10.
Student Learning Strategies	Students will Use grid paper and Number Lines to find multiples of 10.
Success Criteria	I can use the distributive property to find a product when one factor is a multiple of 10.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 117-119 **Check for Understanding** pg. 120 **On Your Own** pg. 121-122
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 117B; Spark Your Learning, pg. 117D **Mini Lesson** Build Your Understanding, pgs. 117-119 **Guided Practice** Check Understanding, pg. 120 **Independent Practice** On Your Own, pg. 121-122; Exit Ticket Online **Differentiated Instruction** pg. 117c **Small Group Options** On Track pg. 117c

	Almost There pg. 117c Flipchart Lesson 5.1 Ready for More pg. 117c **Math Center Options** On Track - More practice for 5.1 - Fluency Builder: Multiplication Level 1 - Interactive Glossary - Poggles MX: Grade 3 Level 21 - Standards Practice: Multiplication by 10 Almost There -Reteach 5.1 - Interactive reteach 5.1 Ready for More - Challenge 5.1 - Interactive Challenge 5.1 **Resources** *IntoMath* Teacher Edition Module 5
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks

	that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 5.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.2- We are learning to use the associative property of multiplication to break apart factors and find products in which one factor is a multiple of 10.
Student Learning Strategies	Students will Use grid paper and number lines to find factors of 10
Success Criteria	I can use the associative property to find a product when one factor is a multiple of 10. ,
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 123 **Check for Understanding** pg. 125

	On Your Own pg. 126
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 123B; Spark Your Learning, pg. 123D **Mini Lesson** Build Your Understanding, pgs. 123-124 **Guided Practice** Check Understanding, pg. 125 **Independent Practice** On Your Own, pg. 126; Exit Ticket Online **Differentiated Instruction** pg. 123c **Small Group Options** On Track pg. 123c Almost There pg. 123c Flipchart Lesson 5.2 Ready for More pg. 123c **Math Center Options** On Track - More practice for 5.2 - Interactive Glossary - My learning summary - Standards Practice: Associative property of multiplication Almost There -Reteach 5.2 - Interactive reteach 5.2 Ready for More - Challenge 5.2 - Interactive Challenge 5.2 **Resources** *IntoMath* Teacher Edition Module 5
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most

important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember.

Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 5.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.3- We are learning to use place-value to break apart factors and find products in which one factor is a multiple of 10.
Student Learning Strategies	Students will use connecting cubes, number lines, and base-ten blocks to find multiples of 10.
Success Criteria	I can use place value to find a product when one factor is a multiple of 10.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 127-128 **Check for Understanding** pg. 129 **On Your Own** pg. 130
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 127B; Spark Your Learning, pg. 127D **Mini Lesson** Build Your Understanding, pgs. 127-128 **Guided Practice** Check Understanding, pg. 129 **Independent Practice** On Your Own, pg. 130; Exit Ticket Online **Differentiated Instruction** pg. 127c **Small Group Options** On Track pg. 127c Almost There pg. 127c Flipchart Lesson 5.3 Ready for More pg. 127c **Math Center Options** On Track - More practice for 5.3 - Fluency Builder: Multiplication with 9 and 10 - Interactive Glossary - Standards Practice: Place Value Almost There

	-Reteach 5.3 - Interactive reteach 5.3 -RtI Tier 2 Skill 14: Decompose addends as tens and ones Ready for More - Challenge 5.3 - Interactive Challenge 5.3 **Resources** *IntoMath* Teacher Edition Module 5
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

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Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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MA.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.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 5.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.4- We are learning to use place value, regrouping, and visual and concrete models to find products of multiples of 10.
Student Learning Strategies	Students will -use base-ten blocks to find multiples of 10.
Success Criteria	I can use properties, place value, regrouping, and concrete and visual models to find a product when one factor is a multiple of 10.

Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 131-133 **Check for Understanding** pg. 133 **On Your Own** pg. 134
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 131B; Spark Your Learning, pg. 131D **Mini Lesson** Build Your Understanding, pgs. 131-132 **Guided Practice** Check Understanding, pg. 133 **Independent Practice** On Your Own, pg. 134; Exit Ticket Online **Differentiated Instruction** pg. 131c **Small Group Options** On Track pg. 131c Almost There pg. 131c Flipchart Lesson 5.4 Ready for More pg. 131c **Math Center Options** On Track - More practice for 5.4 - Interactive Glossary - My learning summary - Poggles: Operations Grade 3, Level 21 - Standards Practice: Place Value Almost There -Reteach 5.4 - Interactive reteach 5.4 -RtI Tier 2 Skill 6: Regroup tens as hundreds Ready for More - Challenge 5.4 - Interactive Challenge 5.4 **Resources** *IntoMath* Teacher Edition Module 5
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format

Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

	Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

MODULE 6

Module 6- Understand Division

LESSON 6.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.1- We are learning to represent and solve division problems.
Student Learning Strategies	Students will use square tiles, two-color counters, and connecting cubes to solve division problems.
Success Criteria	I can use the information in a division problem to find the number of groups or the number in each group.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 139-141 **Check for Understanding** pg. 141 **On Your Own** pg. 142

Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 139B; Spark Your Learning, pg. 139D **Mini Lesson** Build Your Understanding, pgs. 139-140 **Guided Practice** Check Understanding, pg. 141 **Independent Practice** On Your Own, pg. 142; Exit Ticket Online **Differentiated Instruction** pg. 139c **Small Group Options** On Track pg. 139c Almost There pg. 139c Flipchart Lesson 6.1 Ready for More pg. 139c **Math Center Options** On Track - More practice for 6.1 - Interactive Glossary Almost There -Reteach 6.1 - Interactive reteach 6.1 -RtI Tier 2 Skill 3: Count Equal Groups Ready for More - Challenge 6.1 - Interactive Challenge 6.1 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students

	may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment. Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

LESSON 6.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.2- We are learning to use concrete or visual models to separate objects into equal groups.
Student Learning Strategies	Use of manipulatives: - square tiles, two-color counters, and connecting cubes to find equal groups.
Success Criteria	I can separate objects into equal groups to find the number of objects in each group.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 143-145 **Check for Understanding** pg. 145 **On Your Own** pg. 146
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 143B; Spark Your Learning, pg. 143D **Mini Lesson** Build Your Understanding, pgs. 143-144 **Guided Practice** Check Understanding, pg. 146 **Independent Practice** On Your Own, pg. 146; Exit Ticket Online **Differentiated Instruction** pg. 143c **Small Group Options** On Track pg. 143c Almost There pg. 143c Flipchart Lesson 6.2 Ready for More pg. 143c **Math Center Options** On Track - More practice for 6.2 Almost There -Reteach 6.2 - Interactive reteach 6.2 -RtI Tier 2 Skill 3: Count Equal Groups

	Ready for More - Challenge 6.2 - Interactive Challenge 6.2 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and

	the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 6.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.3- We are learning to use concrete or visual models to find the number of equal groups.
Student Learning Strategies	Students will use square tiles, two-color counters, and connecting cubes to find equal groups.
Success Criteria	I can separate a number of objects into equal groups of a given size to find the number of equal groups.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 147-148 **Check for Understanding** pg. 149 **On Your Own** pg. 150
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 147B; Spark Your Learning, pg. 147D **Mini Lesson** Build Your Understanding, pgs. 147-148 **Guided Practice** Check Understanding, pg. 149

	Independent Practice On Your Own, pg. 150; Exit Ticket Online **Differentiated Instruction** pg. 147c **Small Group Options** On Track pg. 147c Almost There pg. 147c Flipchart Lesson 6.3 Ready for More pg. 147c **Math Center Options** On Track - More practice for 6.3 - Fluency Maintenance: Addition Almost There -Reteach 6.3 - Interactive reteach 6.3 -RtI Tier 2 Skill 3: Count Equal Groups Ready for More - Challenge 6.3 - Interactive Challenge 6.3 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional

	support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 6.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.4- We are learning to use repeated subtraction and number lines to relate subtraction and division.
Student Learning Strategies	Students will

	use square tiles, two-color counters, connecting cubes, and number lines to relate subtraction and division.
Success Criteria	I can show how subtraction and division are related. I can use repeated subtraction or a number line to solve a division problem.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 151-152 **Check for Understanding** pg. 153 **On Your Own** pg. 154
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 151B; Spark Your Learning, pg. 151D **Mini Lesson** Build Your Understanding, pgs. 151-152 **Guided Practice** Check Understanding, pg. 153 **Independent Practice** On Your Own, pg. 154; Exit Ticket Online **Differentiated Instruction** pg. 151c **Small Group Options** On Track pg. 151c Almost There pg. 151c Flipchart Lesson 6.4 Ready for More pg. 151c **Math Center Options** On Track - More practice for 6.4 - Fluency Maintenance: Subtraction - Interactive Glossary - My learning summary Almost There -Reteach 6.4 - Interactive reteach 6.4 -RtI Tier 2 Skill 3: Count Equal Groups Ready for More - Challenge 6.4 - Interactive Challenge 6.4

	Resources *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Students with 504 Plans:

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Gifted & Talented Strategies

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opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of

	writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 6.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.5- We are learning to use arrays to represent division.
Student Learning Strategies	Students will use square tiles, two-color counters, and connecting cubes to represent arrays.
Success Criteria	I can make or draw an array to solve division problems to find the number of objects in each row or the number of rows.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 155-157 **Check for Understanding** pg. 157

	On Your Own pg. 158
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 155B; Spark Your Learning, pg. 155D **Mini Lesson** Build Your Understanding, pgs. 155-156 **Guided Practice** Check Understanding, pg. 157 **Independent Practice** On Your Own, pg. 158; Exit Ticket Online **Differentiated Instruction** pg. 155c **Small Group Options** On Track pg. 155c Almost There pg. 155c Flipchart Lesson 6.5 Ready for More pg. 155c **Math Center Options** On Track - More practice for 6.5 - Interactive Glossary Almost There -Reteach 6.5 - Interactive reteach 6.5 -RtI Tier 2 Skill 3: Count Equal Groups Ready for More - Challenge 6.5 - Interactive Challenge 6.5 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students

at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 6.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.6- We are learning to use bar models to represent division.
Student Learning Strategies	Students will use two-color counters, connecting cubes and Number lines, and show bar models.
Success Criteria	I can use a bar model to represent and solve a division problem and to write a division equation.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 159-160 **Check for Understanding** pg. 161 **On Your Own** pg. 162
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 159B; Spark Your Learning, pg. 159D **Mini Lesson** Build Your Understanding, pgs. 159-160 **Guided Practice** Check Understanding, pg. 161 **Independent Practice** On Your Own, pg. 162; Exit Ticket Online **Differentiated Instruction** pg. 159c **Small Group Options** On Track pg. 159c Almost There pg. 159c Flipchart Lesson 6.6 Ready for More pg. 159c **Math Center Options** On Track - More practice for 6.6 - Game: Multiply and Divide with 6 - Standards Practice: Interpret whole-number quotients Almost There -Reteach 6.6 - Interactive reteach 6.6

	-RtI Tier 2 Skill 7: Multiplication facts through 9 Ready for More - Challenge 6.6 - Interactive Challenge 6.6 - Poggles MX: Real numbers, Level 12 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student

	come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

LESSON 6.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.7- We are learning to identify and apply rules for dividing with 1 and 0.
Student Learning Strategies	Students will use two-color counters, connecting cubes, and square tiles to divide.
Success Criteria	I can use properties and visual models to apply the rules for dividing with 1 and 0.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 163-164 **Check for Understanding**

	pg. 165 **On Your Own** pg. 166
Activities and Resources	**Warm Up** Activate Prior Knowledge, pg. 163B; Spark Your Learning, pg. 163D **Mini Lesson** Build Your Understanding, pgs. 163-164 **Guided Practice** Check Understanding, pg. 165 **Independent Practice** On Your Own, pg. 166; Exit Ticket Online **Differentiated Instruction** pg. 163c **Small Group Options** On Track pg. 163c Almost There pg. 163c Flipchart Lesson 6.7 Ready for More pg. 163c **Math Center Options** On Track - More practice for 6.7 - Fluency Maintenance: Subtraction - My learning summary - Game: Division Cover-up Almost There -Reteach 6.7 - Interactive reteach 6.7 Ready for More - Challenge 6.7 - Interactive Challenge 6.7 - Poggles MX: Real numbers, Level 10 **Resources** *IntoMath* Teacher Edition Module 6
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most

important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember.

Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two

	one-digit numbers.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

MODULE 7

Module 7- Relate Multiplication and Division

LESSON 7.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.1 Standard 3.OA.B.6 We are learning that a related multiplication problem with an unknown factor can be used to solve a division problem
Student Learning Strategies	Students will Use of manipulatives: - square tiles, 1 inch grid paper, two color counters to show division.
Success Criteria	I can use related multiplication and division equations to solve problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 172 **Check for Understanding** pg. 173 **On Your Own** pg. 174
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 171B Spark Your Learning, pg. 171 **Mini Lesson** Build Your Understanding, pgs. 172-173

	Guided Practice Check Understanding, pg. 173 **Independent Practice** On Your Own, pg. 174; Exit Ticket Online **Differentiated Instruction** pg. 171c **Small Group Options** On Track pg. 171c - two color counters; mathboards Almost There pg. 171c - digit cards (3-9), two color counters Flipchart Lesson 7.1 Ready for More pg. 171c - two-color counters; mathboards **Math Center Options** On Track - More practice/Homework 7.1 - Interactive glossary Almost There -Reteach 7.1 - Interactive reteach 7.1 - RTI Tier 2 Skill 2: Array Models Ready for More - Challenge 7.1 - Interactive Challenge 7.1 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of

important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be

	that you will need to assign an alternate assignment. Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.6 Understand division as an unknown-factor problem.

LESSON 7.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.2 Standard 3.OA.C.7 We are learning to multiply and divide within 100 using strategies such as: relationship between multiplication and division or properties of operations with accuracy and efficiency

	We are learning to know from memory all products of two one-digit numbers
Student Learning Strategies	Students will Use of manipulatives: - square tiles, two-color counters, and connecting cubes to divide.
Success Criteria	I can write related multiplication and division equations to solve problems
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 176 **Check for Understanding** pg. 177 **On Your Own** pg. 178
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 175B Spark Your Learning, pg. 175 **Mini Lesson** Build Your Understanding, pgs. 176 **Guided Practice** Check Understanding, pg. 177 **Independent Practice** On Your Own, pg.178 ; Exit Ticket Online **Differentiated Instruction** pg. 175c **Small Group Options** On Track pg. 175b - index cards, mathboards Almost There pg. 175b Flipchart Lesson 7.2 - digit cards (2-9) Ready for More pg. 175b - hundred chart; digit cards; mathboards;

	counters **Math Center Options** On Track - More practice/Homework 7.2 - Interactive glossary Almost There -Reteach 7.2 - Interactive reteach 7.2 - RTI Tier 2 SKill 9: Represent Division Ready for More - Challenge 7.2 - Interactive Challenge 7.2 - Poggles MX: Operations, Level 4, Multiply with 10s - Poggles MX: Operations, Level 5, Divide with 10s **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and

talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the

	tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 7.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.3 Standard 3.OA.A.3 We are learning to use multiplication and division within 100 to solve word problems in situations involving: equal groups, arrays and measuremen quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100 Standard 3.OA.C.7 We are learning to multiply and divide within 100

	using strategies such as: relationship between multiplication and division or properties of operations with accuracy and efficiency We are learning to know from memory all products of two one-digit numbers
Student Learning Strategies	Students will Use of manipulatives: - connecting cubes, square tiles and Number Lines divide.
Success Criteria	I can use more than one strategy to solve multiplication and division problems with 2, 4, and 8 as factors and divisors
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 179; 180; 181 **Check for Understanding** pg. 181 **On Your Own** pg. 182-183
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 179B **Mini Lesson** Step It Out, pg. 179-181 **Guided Practice** Check Understanding, pg. 181 **Independent Practice** On Your Own, pg.181-184 ; Exit Ticket Online **Differentiated Instruction** pg. 179C **Small Group Options** On Track pg. 179C - two color counters; mathboards Almost There pg. 179C - hundred chart Flipchart Lesson 7.3 Ready for More

	pg. 179C - digit cards; mathboards **Math Center Options** On Track - Additional Practice 7.3 - More practice/Homework 7.3 - Poggles MX: Operations, Level 3, Divide with 2s - Poggles MX: Operations, Level 16, Divide with 8s - Game: Guess My Numbers - Game: Division Cover-Up Almost There - Reteach 7.3 - Interactive reteach 7.3 - RTI Tier 2 Skill 9: Represent Division Ready for More - Challenge 7.3 - Interactive Challenge 7.3 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that

	need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portior of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 7.4

Student Learning Intentions (SLI) WALT: **(We are learning to…)**	Lesson 7.4 Standard 3.OA.A.3 We are learning to use multiplication and divisior within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100

	Standard 3.OA.C.7 We are learning to multiply and divide within 100 using strategies such as: relationship between multiplication and division or properties of operations with accuracy and efficiency We are learning to know from memory all products of two one-digit numbers 4-
Student Learning Strategies	Students will Use of manipulatives: - two-color counters Number Lines Anchor Chart Turn & Talk Active Listening
Success Criteria	I can use more than one strategy to solve multiplication and division problems with 5 and 10 as factors and divisors
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 187 **Check for Understanding** pg. 187 **On Your Own** pg. 188-190
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 185B **Mini Lesson** Step it Out, pg. 185-187 **Guided Practice** Check Understanding, pg. 187 **Independent Practice** On Your Own, pg.188-190 ; Exit Ticket Online

	Differentiated Instruction pg. 185C **Small Group Options** On Track pg. 185C - digit cards; mathboards Almost There pg. 185C - index cards Flipchart Lesson 7.4 Ready for More pg. 185C - mathboards **Math Center Options** On Track - Additional Practice 7.4 - More Practice/Homework 7.4 - Fluency Builder: Multiplication with 2 and 5 - Poggles MX: Operations, Level 5, Divide with 10s - Game: Guess My Numbers - Game: Division Cover-Up - Reader: Corey's Cookie Caper Almost There -Reteach 7.4 - Interactive reteach 7.4 - RTI Tier 2 Skill 2: Array Models Ready for More - Challenge 7.4 - Interactive Challenge 7.4 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations

	with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 7.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.5 Standard 3.OA.A.3 We are learning to use multiplication and divisior within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100 Standard 3.OA.C.7 We are learning to multiply and divide within 100 using strategies such as: relationship between multiplication and division or properties of operations with accuracy and efficiency We are learning to know from memory all products of two one-digit numbers
Student Learning Strategies	Students will Use of manipulatives: - square tiles Number Lines Anchor Chart Turn & Talk Active Listening

Success Criteria	I can use more than one strategy to solve multiplication and division problems with 3 and 6 as factors and divisors
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 191, 192, 193 **Check for Understanding** pg. 193 **On Your Own** pg. 194-196
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 191B **Mini Lesson** Step It Out, pgs. 191-193 **Guided Practice** Check Understanding, pg. 193 **Independent Practice** On Your Own, pg. 194-196 ; Exit Ticket Online **Differentiated Instruction** pg. 191C **Small Group Options** On Track pg. 191c - index cards, mathboards Almost There pg. 191c Flipchart Lesson 7.5 - two-color counters Ready for More pg. 191c - digit cards, mathboards **Math Center Options** On Track - Additional Practice 7.5 - More Practice/Homework 7.5 - My Learning Summary - Poggles MX: Operations, Level 14, Divide with 6s - Game: Guess My Numbers - Game: Division Cover-Up Almost There -Reteach 7.5

	- Interactive reteach 7.5 - RTI Tier 2 Skill 2: Array Models Ready for More - Challenge 7.5 - Interactive Challenge 7.5 - Poggles MX: Real Numbers, Level 7, Multiply and Divide with 3 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being

	read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

LESSON 7.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.6 Standard 3.OA.A.4 We are learning to determine the unknown whole number in a multiplication or division equation relating three whole numbers Standard 3.OA.B.5 We are learning to apply properties of operations (commutative property) as strategies to multiply. We are learning to apply the distributive property as a strategy to multiply. We are learning to apply properties of operations (associative property) as strategies to multiply
Student Learning Strategies	Students will Use of manipulatives:

	- 1 inch grid paper - square tiles Anchor Chart Turn & Talk Active Listening
Success Criteria	I can use more than one strategy to solve multiplication and division problems with 7 and 9 as factors and divisors
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 197, 198, 199 **Check for Understanding** pg. 199 **On Your Own** pg. 200-202
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 197B **Mini Lesson** Step It OUt, pgs. 197-199 **Guided Practice** Check Understanding, pg. 199 **Independent Practice** On Your Own, pg. 200-202 ; Exit Ticket Online **Differentiated Instruction** pg. 197C **Small Group Options** On Track pg. 197C - digit cards; mathboards Almost There pg. 197C Flipchart Lesson 7.6 - digit cards (2-9) Ready for More pg. 197C - mathboards

	Math Center Options On Track - Additional Practice 7.6 - More Practice/Homework 7.6 - Poggles MX: Operations, Level 18, Divide with 7s - Game: Guess My Numbers - Game: Division Cover-Up - Standards Practice: Apply Properties of Operations to Multiply & Divide Almost There -Reteach 7.6 - Interactive reteach 7.6 - RTI Tier 2 Skill 2: Array Models Ready for More - Challenge 7.6 - Interactive Challenge 7.6 - Poggles MX: Real Numbers, Level 5, Multiply and Divide with 9 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember.

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Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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MA.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.

LESSON 7.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 7.7 Standard 3.OA.C.7 We are learning to multiply and divide within 100 using strategies such as: relationship between multiplication and division or properties of operations with accuracy and efficiency We are learning to know from memory all products of two one-digit numbers
Student Learning Strategies	Students will Use of manipulatives:

	- connective cubes - two color counters Number Lines Anchor Chart Turn & Talk Active Listening
Success Criteria	I can use more than one strategy to recall multiplication and division facts to solve problems
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 203, 204 **Check for Understanding** pg. 204 **On Your Own** pg. 205-206
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 203B **Mini Lesson** Step It Out, pgs. 203-205 **Guided Practice** Check Understanding, pg.204 **Independent Practice** On Your Own, pg. 205-206; Exit Ticket Online **Differentiated Instruction** pg. 203C **Small Group Options** On Track pg. 203C - digit cards; mathboards Almost There pg. 203C - digit cards Flipchart Lesson Ready for More pg. 203C - digit cards; mathboards

	Math Center Options On Track - Additional Practice 7.7 - More Practice/Homework 7.7 - My Learning Summary - Game: Guess My Numbers - Game: Division Cover-Up - Standards Practice: Fluently Multiply and Divide within 100 Almost There -Reteach 7.7 - Interactive reteach 7.7 - RtI 2 Skill 9: Represent Division - Reader: *Corey's Cookie Caper* Ready for More - Challenge 7.7 - Interactive Challenge 7.7 **Resources** *IntoMath* Teacher Edition Module 7
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best

way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

	Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MODULE 8

Module 8- Apply Multiplication and Division

LESSON 8.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 8.3 Standard 3.OA.A.3 We are learning to use multiplication and division within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities.

	We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100 Standard 3.OA.A.4 We are learning to determine the unknown whole number in a multiplication or division equation relating three whole numbers -
Student Learning Strategies	Anchor Chart Turn and Talk Active Listening
Success Criteria	I can represent and solve problems using multiplication and division nd unknown numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 221 **Check for Understanding** pg. 222-223 **On Your Own** pg. 224
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 221B **Mini Lesson** Step It Out, pg. 221 **Guided Practice** Check Understanding, pg. 222-223 **Independent Practice** On Your Own, pg. 224; Exit Ticket Online **Differentiated Instruction** pg. 221C **Small Group Options** On Track

	pg. 221C - math boards - pencil and paper - math journals Almost There pg. 221C Flipchart Lesson 8.3 Ready for More pg. 221C - mathboards - pencil and paper **Math Center Options** On Track - Additional Practice 8.3 - More Practice/Homework 8.3 - Fluency Builder: Multiplication Level 1 - My Learning Summary Almost There -Reteach 8.3 - Interactive reteach 8.3 - RTI Tier 2 Skill 8: Unknown Factors Ready for More - Challenge 8.3 - Interactive Challenge 8.3 **Resources** *IntoMath* Teacher Edition Module 8
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

LESSON 8.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 8.2 Standard 3.OA.A.4 We are learning to determine the unknown whole number in a multiplication or division equation

	relating three whole numbers Standard 3.OA.B.6 We are learning that a related multiplication problem with an unknown factor can be used to solve a division problem
Student Learning Strategies	Students will Use of manipulatives: - counters - square tiles Turn & Talk Anchor Chart
Success Criteria	I can use multiplication and division equations with unknown numbers to solve problems
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 215 **Check for Understanding** pg. 218 **On Your Own** pg. 219-220
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 215B Spark Your Learning, pg. 215 **Mini Lesson** Build Your Understanding, pgs. 216-217 **Guided Practice** Check Understanding, pg. 218 **Independent Practice** On Your Own, pg. 219-220; Exit Ticket Online **Differentiated Instruction** pg. 215C **Small Group Options** On Track

	pg. 215C - index cards - grid paper - crayons Almost There pg. 215C - index cards - two-color counters Flipchart Lesson 8.2 Ready for More pg. 215C - index cards -crayons **Math Center Options** On Track - More practice/Homework 8.2 - Standards Practice: Determine the Unknown Number in a Multiplication or Division Equation - Fluency Builder: Multiplication Level 2 Almost There -Reteach 8.2 - Interactive reteach 8.2 Ready for More - Challenge 8.2 - Interactive Challenge 8.2 **Resources** *IntoMath* Teacher Edition Module 8
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads

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Gifted & Talented Strategies

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MA.3.OA.B.6	Understand division as an unknown-factor problem.

LESSON 8.1

Student Learning Intentions (SLI) WALT: **(We are learning to…)**	Lesson 8.1 Standard 3.OA.D.9 We are learning to identify arithmetic patterns, including patterns in the addition table or multiplication table, and explain them using properties of operation
Student Learning Strategies	Students will Use of manipulatives: - counters Anchor Chart Turn & Talk Active Listening
Success Criteria	I can identify and extend patterns and use patterns to solve problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 211 **Check for Understanding** pg. 213 **On Your Own** pg. 214
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 211B Spark Your Learning, pg. 211 **Mini Lesson** Build Your Understanding, pg. 212-213 **Guided Practice** Check Understanding, pg. 213 **Independent Practice** On Your Own, pg.214 ; Exit Ticket Online **Differentiated Instruction** pg. 211C

	Small Group Options On Track pg. 211C - digit cards Almost There pg. 211C - two-color counters - 5 boxes Flipchart Lesson 8.1 Ready for More pg. 211C - number lines **Math Center Options** On Track - More practice/Homework 8.1 - Interactive glossary - Fluency Builder: Division with 9 and 10 Almost There -Reteach 8.1 - Interactive reteach 8.1 - RTI Tier 2 Skill 2: Array Models Ready for More - Challenge 8.1 - Interactive Challenge 8.1 **Resources** *IntoMath* Teacher Edition Module 8
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

LESSON 8.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 8.4 Standard 3.OA.A.3 We are learning to use multiplication and divisior within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word

	problems within 100 Standard 3.OA.D.8 We are learning to solve simple two-step word problems using the four operations. We are learning to represent two-step word problems using equations with a letter standing for the unknown quantity. We are learning to assess the reasonableness o answers in two-step word problems using menta computation and estimation strategies including rounding
Student Learning Strategies	Anchor Chart Turn and Talk Active Listening
Success Criteria	I can write equations using the four operations with an unknown to solve two-step problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 225, 226, 227 **Check for Understanding** pg. 228-229 **On Your Own** pg. 230
Activities and Resources	**Activities & Resources** **Warm Up** Activate Prior Knowledge, pg. 225 B **Mini Lesson** Step It Out, pg. 225-227 **Guided Practice** Check Understanding, pg. 228-229 **Independent Practice** On Your Own, pg. 230; Exit Ticket Online **Differentiated Instruction**

	pg. 225C **Small Group Options** On Track pg. 225C - MathBoard: Three Reads - graphic organizer Almost There pg. 225C - MathBoard: Three Reads - graphic organizer Flipchart Lesson 8.4 Ready for More pg. 225C - MathBoard: Three Reads - graphic organizer **Math Center Options** On Track - Additional Practice 8.4 - More Practice/Homework 8.4 -Fluency Builder: Multiplication and Division - Standards Practice: Solve Two-Step Word Problems Using the Four Operations Almost There -Reteach 8.4 - Interactive reteach 8.4 Ready for More - Challenge 8.4 - Interactive Challenge 8.4 **Resources** *IntoMath* Teacher Edition Module 8
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of

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	that you will need to assign an alternate assignment. Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

LESSON 8.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 8.5 Standard 3.OA.A.3

	We are learning to use multiplication and divisior within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100 Standard 3.OA.D.8 We are learning to solve simple two-step word problems using the four operations. We are learning to represent two-step word problems using equations with a letter standing for the unknown quantity. We are learning to assess the reasonableness o answers in two-step word problems using menta computation and estimation strategies including rounding
Student Learning Strategies	Anchor Chart Turn & Talk Active Listening
Success Criteria	I can write equations with unknowns using the four operations to solve one- and two- step word problems
Formative Assessment (drives instructional decisions)	**Turn and Talk** pg. 231, **Check for Understanding** pg. 233 **On Your Own** pg. 233-234
Activities and Resources	**Activities & Resources**

	Warm Up Activate Prior Knowledge, pg. 231 B **Mini Lesson** Step It Out, pgs. 231-232 **Guided Practice** Check Understanding, pg. 233 **Independent Practice** On Your Own, pg. 233-234 ; Exit Ticket Online **Suggested Modifications** **Differentiated Instruction** pg. 231 C **Small Group Options** On Track pg. 231 C - MathBoard: Three Reads - graphic organizer Almost There pg. 231 C Flipchart Lesson 8.5 Ready for More pg. 231 C - paper and pencil **Math Center Options** On Track - Additional Practice 8.5 - More Practice/Homework 8.5 - My Learning Summary Almost There -Reteach 8.5 - Interactive reteach 8.5 Ready for More - Challenge 8.5 - Interactive Challenge 8.5 - Poggles MX: Real Numbers, Level 17 **Resources** *IntoMath* Teacher Edition Module 8
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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REFLECTIONS

Please add your reflections to this area.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.