Dec. Gr.3. Unit 5: Understanding Division

Content Area: **Math**
Course(s):
Time Period: **December**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will understand how to model division problems, write a division sentence that describes equal sharing, use repeated subtraction to find the quotient of a division problem and write related divsion and mutiplication sentences.

Enduring Understandings

We can use models to fint eh quotient foa division problem.

Division finds quotients that invlove equal sharing.

We can use repeated subtraction to find the quotient.

Essential Questions

How do we use models, repeated division and fact families to understand division?

Instructional Strategies & Learning Activities

- **Pacing Guide**
  Suggested Pacing

Instruction	7 days
Review/Assessment	2 days
Total*	**9 days**

- *Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 193-198* **Hands On: Model Multiplication**	Use models to explore the meaning of multiplication.	• connecting cubes • counters • 2 paper plates	**equal groups** **multiplication** **multiplication** **sentence**	3.OA.1 3.OA.3 **Major**

Lesson	Objective	Materials	Vocabulary	Standards
			multiply	Cluster
				MP 1, 2, 3, 4, 5
Lesson 2 *pp. 199-204* **Multiplication as Repeated Addition**	Relate multiplication and addition.	• cups (or muffin liners) • counters	factors multiply product	3.OA.1 3.OA.3 3.OA.8
				Major Cluster
				MP 1, 2, 3, 4, 7
Lesson 3 *pp. 205-210* **Hands On: Multiply with Arrays**	Use arrays to explore and model multiplication.	• color tiles • grid paper (optional)	array Commutative Property of Multiplication	3.OA.1 3.OA.3 3.OA.5
				Major Cluster
				MP 1, 2, 3, 4, 7
Lesson 4 *pp. 211-216* **Arrays and Multiplication**	Use arrays to multiply.	• grid paper • 24 counters	array Commutative Property of Multiplication	3.OA.1 3.OA.3 3.OA.5 3.OA.8
				Major Cluster
				MP 1, 2, 3, 4, 8
Check My Progress				
Lesson 5 *pp. 219-224* **Problem-Solving Investigation: Make a Table**	Use the make a table strategy to solve problems.	• paper • markers		3.OA.1 3.OA.3
				Major Cluster
				MP 1, 2, 4, 5, 6, 7
Lesson 6 *pp. 225-230* **Use Multiplication to Find Combinations**	Use multiplication to find the total number of combinations that can be made when given two groups of objects.	• 2 color counters • red and blue paper • 3 colors of connecting cubes • paper • colored pencils	combination tree diagram	3.OA.1 3.OA.3 3.OA.8
				Major Cluster
				MP 2, 4, 5, 7, 8
My Chapter Review				

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration
Students will interact with Smartboard, Chromebooks and document camera.

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.DA	Data & Analysis
	Data can be organized, displayed, and presented to highlight relationships.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

Interdisciplinary Connections
Math leveled readers, "Animal Habitats"

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Differentiation
Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Benchmark Assessments

Aimsweb Assessment, Chapter Pretests, Dreambox

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed above

Standards

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.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.