# Feb.Gr.3 Unit 8: Apply Mult. & Div.

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

## Unit Overview

Students will understand how to multiply and divide by using the strategies of finding unknown numbers, using a number line,, doubling facts, using properties and modelling.

## Enduring Understandings

We can multiply and divide by using strategies, math facts and using math properties.

## Essential Questions

How can multiplication and division facts with smaller numbers be applied to larger numbers?

## Instructional Strategies & Learning Activities

- **Pacing Guide**
  **Suggested Pacing**

| | |
|---|---|
| Instruction | 11 days |
| Review/Assessment | 2 days |
| Total* | **13 days** |

- *Includes additional time for remediation and differentiation.
-

| Lesson | Objective | Material & Manipulatives | Vocabulary | Standard |
|---|---|---|---|---|
| Lesson 1 pp. 429-434 **Multiply by 6** | Use different strategies, including doubling a known fact, to multiply by 6. | • counters • crayons, markers, or colored pencils | *All of the vocabulary in this chapter are review words.* | 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.9 **Major Cluster** **MP 1, 2, 3, 6, 8** |
| Lesson 2 pp. 435-440 **Multiply by 7** | Use different strategies, such as properties, arrays, and | • grid paper • crayons, | | 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, |

| | | | |
|---|---|---|---|
| | decomposing factors, to multiply by 7. | markers, or colored pencils | 3.OA.7, 3.OA.9<br><br>**Major Cluster**<br><br>**MP 3, 4, 6, 8** |
| Lesson 3 pp. 441-446<br>**Divide by 6 and 7** | Use different strategies, including arrays and repeated subtraction, to divide by 6 and 7. | • counters | 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7<br><br>**Major Cluster**<br><br>**MP 2, 3, 4, 5, 6** |
| **Check My Progress** | | | |
| Lesson 4 pp. 449-454<br>**Multiply by 8** | Use different strategies, such as arrays, drawings, and known facts, to multiply by 8. | • counters | 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.9<br><br>**Major Cluster**<br><br>**MP 1, 2, 3, 4, 6** |
| Lesson 5 pp. 455-460<br>**Multiply by 9** | Use different strategies, such as properties, known facts, or patterns, to multiply by 9. | • chart paper | 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.9<br><br>**Major Cluster**<br><br>**MP 1, 3, 4, 7** |
| Lesson 6 pp. 461-466<br>**Divide by 8 and 9** | Use different strategies, such as equal groups, repeated subtraction, and related multiplication facts, to divide by 8 and 9. | • counters | 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6<br><br>**Major Cluster**<br><br>**MP 1, 2, 4, 5, 6** |
| **Check My Progress** | | | |
| Lesson 7 pp. 469-474<br>**Problem Solving Investigation: Make an Organized List** | Make an organized list to solve problems. | | 3.OA.3<br><br>**Major Cluster**<br><br>**MP 1, 3, 4, 5, 7, 8** |
| Lesson 8 pp. 475-480<br>**Multiply by 11 and 12** | Use different strategies, such as patterns, models, and arrays, to multiply by 11 and 12. | • grid paper<br>• crayons, markers, or colored pencils | 3.OA.1<br><br>**Major Cluster**<br><br>**MP 1, 2, 3, 5, 7** |
| Lesson 9 pp. 481-486<br>**Divide by 11 and 12** | Use different strategies, such as equal groups, repeated subtraction, and related facts, to divide by 11 and 12. | • counters<br>• egg cartons | 3.OA.2, 3.OA.4, 3.OA.6<br><br>**Major Cluster**<br><br>**MP 1, 2, 3, 4, 5, 6, 7** |
| **Fluency Practice**<br>**My Review and Reflect** | | | |

## 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. |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| TECH.9.4.8.CT | Critical Thinking and Problem-solving |
| TECH.9.4.8.CT.2 | Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). |
| TECH.9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| | Multiple solutions often exist to solve a problem. |
| | 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

| | |
|---|---|
| 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.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.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.OA.B.6 | Understand division as an unknown-factor 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.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. |