## Unit Goals – Stage 1

**Number of Days:** 24  
**December 13, 2017 – January 30, 2017**

**Unit Description:** The focus of Unit 4 is the connection between multiplication and division. Students learn the remaining multiplication and division facts as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems.

**Materials:** color tiles, snap cubes, graph paper, two color counters, number lines

### Standards for Mathematical Practice

| SMP.1  | Make sense of problems and persevere in solving them. |
| SMP.2  | Reason abstractly and quantitatively. |
| SMP.3  | Construct viable arguments and critique the reasoning of others. |
| SMP.4  | Model with mathematics. |
| SMP.5  | Use appropriate tools. |
| SMP.6  | Attend to precision. |
| SMP.7  | Look for and make use of structure. |
| SMP.8  | Look for and express regularity in repeated reasoning. |

### Transfer Goals

**Students will be able to independently use their learning to…**

- Make sense of never-before-seen problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.

### Making Meaning

**Students will understand that…**

- Multiplication is finding the total number of objects in a particular number of equal-sized groups.
- Division is sharing equally among groups.
- Division is an unknown-factor problem.
- A symbol or letter can be used to represent an unknown number.
- Using patterns can help master basic facts.

### Standards for Mathematical Content

#### Clusters Addressed

- **Operations and Algebraic Thinking**
  - [m] 3.OA.A Represent and solve problems involving multiplication and division.
  - [m] 3.OA.B Understand properties of multiplication and the relationship between multiplication and division.
  - [m] 3.OA.C Multiply and divide within 100.
  - [m] 3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- **Number and Operations in Base Ten**
  - [a] 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### KNOWLEDGE

**Students will know...**

- The definition of the academic vocabulary words such as: Associative Property, multiples.
- All products of two one-digit numbers from memory.

#### SKILLS

**Students will be skilled at and/or be able to...**

- Identify the unknown in a given multiplication or division situation.
- Model a variety of multiplication and division situations using concrete materials, drawn pictures, and written equations.
- Apply properties of operations as strategies to solve multiplication problems.
- Use a variety of problem solving strategies to solve two-step problems.
- Identify and explain patterns in arithmetic using the properties of operations.
- Multiply one-digit whole numbers by multiples of 10 (within the range of 10 to 90) using models, reasoning, and patterns.
## Standards for Mathematical Practice

<table>
<thead>
<tr>
<th>SMP.1</th>
<th>Make sense of problems and persevere in solving them.</th>
<th>SMP.5</th>
<th>Use appropriate tools.</th>
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<tr>
<td>SMP.2</td>
<td>Reason abstractly and quantitatively.</td>
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## Standards for Mathematical Content

### Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>3.OA.A</th>
<th>Represent and solve problems involving multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.OA.1</td>
<td>Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.</td>
</tr>
<tr>
<td>3.OA.2</td>
<td>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 a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.</td>
</tr>
<tr>
<td>3.OA.3</td>
<td>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</td>
</tr>
<tr>
<td>3.OA.4</td>
<td>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ___ ÷ 3, 6 x 6 = ?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.OA.B</th>
<th>Understand properties of multiplication and the relationship between multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.OA.5</td>
<td>Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.).</td>
</tr>
<tr>
<td>3.OA.6</td>
<td>Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.OA.C</th>
<th>Multiply and divide within 100.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.OA.7</td>
<td>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.OA.D</th>
<th>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.OA.8</td>
<td>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.</td>
</tr>
<tr>
<td>3.OA.9</td>
<td>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</td>
</tr>
</tbody>
</table>

### Numbers and Operations in Base Ten

<table>
<thead>
<tr>
<th>3.NBT.A</th>
<th>Use place value understanding and properties of operations to perform multi-digit arithmetic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.NBT.3</td>
<td>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operation.</td>
</tr>
</tbody>
</table>

**Key:** [m] = major clusters; [s] = supporting clusters; [a] = additional cluster
## Evidence of Learning – Stage 2

### Assessment Evidence

#### Unit Assessment

Students will complete selected response and constructed response items to indicate level of mastery/understanding of the unit standards as outlined in this guide.

**Claim 1:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. Concepts and skills that may be assessed in Claim 1:

- **[m] 3.OA.A**
  - The student interprets products of whole numbers and whole-number quotients of whole numbers.
  - The student uses multiplication and division within 100 to solve straightforward one-step word problems in situations involving equal groups, arrays, and measurement quantities.
  - The student determines an unknown whole number in a multiplication or division equation relating three whole numbers with single-digit factors within 100.

- **[m] 3.OA.B**
  - The student uses the properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, and Distributive Property) as strategies to multiply and divide.
  - The student will represent division as an unknown-factor problem.
  - The student understands the relationship between multiplication and division.

- **[m] 3.OA.C**
  - The student accurately multiplies single-digit factors within 100.
  - The student accurately divides within 100 using single-digit divisors and single digit quotients.
  - The student connects multiplication and division to target fluencies.

- **[m] 3.OA.D**
  - The student solves two-step word problems.

- **[a] 3.NBT.A**
  - The student solves non-contextual computation problems by multiplying one-digit whole numbers by multiples of 10 in the range 10 – 90 using strategies based on place value and properties of operations.

**Claim 2:** Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Standard clusters that may be assessed in Claim 2:

- 3.OA.A
- 3.OA.D
- 3.NBT.A

**Claim 3:** The student can clearly and precisely construct viable arguments to support their own reasoning and critique the reasoning of others. Standard clusters that may be assessed in Claim 3:

- 3.OA.B

**Claim 4:** The student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems. Standard clusters that may be assessed in Claim 4:

- 3.OA.A
- 3.OA.D
- 3.NBT.A
### Evidence of Learning – Stage 2

#### Other Evidence

<table>
<thead>
<tr>
<th>Formative Assessment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Task - Arrays</td>
</tr>
<tr>
<td>Go Math! Show What You Know – Chapters 4 &amp; 7</td>
</tr>
<tr>
<td>Go Math! Getting Ready for SBAC – pgs. SB1-18 and SB23-24</td>
</tr>
<tr>
<td>District Unit 4 Resources – use for exit tickets and quizzes</td>
</tr>
<tr>
<td>English (Word or PDF) and Spanish (Word or PDF)</td>
</tr>
<tr>
<td>Synergy Item Bank</td>
</tr>
<tr>
<td>- myPD Course #2531: Creating an Assessment in Synergy</td>
</tr>
<tr>
<td>Classroom Challenge - Skateboards</td>
</tr>
<tr>
<td>Go Math! Performance Task – Chapter 7 Habib’s Pet Shop</td>
</tr>
<tr>
<td>Go Math! Standards Practice Book – for quizzes or homework</td>
</tr>
<tr>
<td>Smarter Balanced Interim Assessment Block – “Operations and Algebraic Thinking” CAASPP website.</td>
</tr>
<tr>
<td>Achieve the Core Mini Assessment - 3.OA.D Two-Step Problems Using the Four Operations</td>
</tr>
</tbody>
</table>

**Using Formative Assessment for Differentiation**
### Learning Plan – Stage 3

#### Teacher Resources

We encourage using the following resources throughout the unit.

- Think Central
- myPD Courses (#7534 for a list of all Mathematics Videos)
  - #2821: Go Math! Digital Resources
  - #7393: Growth Mindset in Mathematics
  - #7455: Lesson Planning Tools (includes 5E template and Mathematical Task Monitoring Chart)
  - #7420: Mathematical Discourse Resources
  - #7343: Mathematical Tools
  - #2899: Notice and Wonder
  - #7446: Elementary Number Talks
  - #7401: Standards for Mathematical Practice Resources (includes posters and teacher prompt cards)
  - #3578: Understand the Problem: Notice and Wonder Strategy
  - #7547: What is Illustrative Mathematics?

| District Unit 4 Resource – English (Word or PDF) and Spanish (Word or PDF) |
| Engage, Explore and Evaluate Problems |
| Mathematics Framework for CA Public Schools – Grade 3, pgs. 162 - 170 |
| The Progression of Multiplication – Graham Fletcher |
| The Progression of Division – Graham Fletcher |
| Which One Doesn’t Belong? |
| Estimation 180 |
| Multiplication and Division Situations |
| Learn Zillion - Grade 3 Math – This is a free website, although you will be asked to create an account to access the curriculum. |
| **Good Questions for Math Teaching** (Given to teachers at Tri 3 training 2014-2015) |
| **Implementing the Common Core State Standards through Mathematical Problem Solving Grades 3 – 5** (Given to teachers at Tri 3 training 2014-2015) |

- Using Formative Assessment for Differentiation, Located on the LBUSD website – “M” Mathematics – Curriculum Documents
## Learning Plan – Stage 3

### Suggested Sequence of Key Learning Events and Instruction

<table>
<thead>
<tr>
<th>Days</th>
<th>Learning Target</th>
<th>Success Criteria</th>
<th>Go Math! Lessons and Activities and Core Resources</th>
<th>Supplemental Resources</th>
</tr>
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</table>
| Daily         | I will know basic math facts by...                                                 | • Saying them orally.  
• Writing fact families.  
• Using multiple strategies. | • Maintaining Fluency Through Fact Families  
• GoMath! Strategies and Practice for Skills and Facts Fluency  
• myPD Course #3495: Using the GoMath! Strategies and Practice for Skills and Facts Fluency | • myPD Videos & Resources:  
  o #2872: Maintaining Fluency through Fact Families - Addition and Subtraction  
  o #2863: Maintaining Fluency through Fact Families - Multiplication and Division  
  o #2910 Basic Facts Math Games  
• GoMath! Grab-n-Go Games:  
  o Guess My Number  
  o Multiplication Bingo  
  o Number Cube Products |
| Daily         | I will use mental math strategies to add and subtract by...                       | • Participating in daily Number Talks.  
• Using estimation.  
• Communicating my reasoning. | • Number Talks Strategies and Problem Sets Grades 2 - 5  
• Number Talks Planning Form | • myPD Course #7446:  
Elementary Number Talks |
| 90 minutes per week | I will persevere in problem solving to help me understand math by...              | • Developing long term problem solving skills.  
• Visualizing math concepts.  
• Making connections between concepts and across grades.  
• Playing interactive games. | ST Math Objectives  
• Multiplication and Division Situations  
• Multiplication and Division Relationships  
• Number Patterns  
• Multiplication  
• Division  
• Unknowns in Two Step Problems | ST Math Tips  
• Make sure students have pencil/paper or a whiteboard in the computer lab.  
• Consider keeping a school set of manipulatives in the lab. |

### Before the Unit

**Give the “Show What You Know” Diagnostic Assessments - Ch. 4 p. 137 and Ch. 7 p. 263**

Determine if students need intervention for the unit prerequisite skills.

*Use the Diagnostic Table for intervention options: On-level, Strategic, Intensive, and Independent

*Rule of Thumb: Rather than doing the “Vocabulary Builder” on p. 138 and 263 as a separate activity, incorporate vocabulary where appropriate in daily lessons (e.g. as students build conceptual understanding with different tasks, insert mathematical vocabulary during the class discussion, building word walls or vocabulary lists in notebooks with the students).
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| 1    | I can investigate the relationship between multiplication and division by… | • Creating equal groups.  
• Using my understanding of multiplication.  
• Using problem solving strategies. | OPENING TASK- Arrays | Alternate Opening Task:  
• Math Detective – Chapter 7 pg. 263 |
| 2 - 3 | I can identify and explain arithmetic patterns by… | • Looking for and modeling patterns on number charts and tables such as the multiplication table.  
• Using patterns and properties of operations to solve problems.  
• Answering questions such as…  
  o Look for a pattern. Do you notice any other patterns?  
  o How can you use these patterns to find other products?  
  o How can you use properties to explain patterns on the multiplication table? | Lesson 4.7: Algebra – Patterns on the Multiplication Table pgs. 165A – 168  
Lesson 5.1: Describe Patterns pgs. 189A – 192 | Conceptual Understanding:  
The following task is similar to Lesson 4.7. The table for 1-6 can be used to build on the work in Unit 2 and then extended up to the 10s for this unit.  
• Illustrative Mathematics: Patterns in the Multiplication Table  
  o Student Task Page | Application:  
• Using Patterns to Multiply Task |
| 4 – 7 | I can multiply with the factors 7, 8, and 9 by… | • Making equal groups.  
• Building arrays.  
• Using a number line.  
• Skip counting and finding patterns.  
• Finding the unknown factors.  
• Applying the commutative property, the distributive property, and/or the associative property as a strategy. | Coach’s Note:  
Select appropriate problems from the following lessons to continue practicing multiplication strategies. Include Problem Solving – Application problems at the back of the lesson to incorporate word problems with different multiplication situations.  
• Lesson 4.5: Multiply with 7 pgs. 155A – 158 | Teacher Resource:  
• Multiplication and Division Situations |

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Coach’s Note:

Embed Standard 3.OA.5 (Apply properties of operations) throughout the unit instead of teaching the properties in isolation. Purposefully incorporate student experiences that allow students to use the properties to develop strategies to simplify what is happening when they multiply and divide numbers. Teachers should name the properties as students are using them in their work throughout the chapter.
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</table>
| 8 – 9 | **I can determine the unknown number in multiplication and division problems by…** | • Modeling multiplication and division using a variety of strategies including arrays, equal groups, bar models, and number lines.  
• Using a multiplication table.  
• Using my understanding that both sides of an equation equal the same amount.  
• Using a symbol or letter to represent an unknown number in an equation.  
• Making the connection between multiplication and division.  
• Answering questions such as…  
  o What does the symbol/letter stand for? | • Lesson 5.2: Algebra – Find the Unknown Numbers pgs. 193A – 195  
Coach’s Note:  
Use the following task as an opportunity for students to connect multiplication to division. Standard 3.OA.4 is the bridge between 3.OA.1 and 3.OA.2.  
• Illustrative Mathematics: Finding the Unknown in a Division Equation  
  o Student Task Page | Application:  
• Ch. 5 Mid-Chapter Checkpoint pgs. 197 – 198 |

**3.OA.7**  
**3.OA.3**  
**3.OA.1**  
**3.OA.5**

Learning Plan – Stage 3  
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| 8 – 9 | **I can determine the unknown number in multiplication and division problems by…** | • Answering questions such as…  
  o Explain the strategy you used to solve the basic fact __ x __.  
  o Explain how the x4 facts help you solve the x8 facts.  
  o How does knowing your x2 and x5 facts help you to learn your x7 facts? | • Lesson 4.8: Multiply with 8 pgs. 169A – 172  
• Lesson 4.9: Multiply with 9 pgs. 173A – 176  
• SKIP Lesson 4.6: Associative Property of Multiplication  
Instead of teaching the properties in isolation in Lesson 4.6, allow students to explore and apply properties in tasks such as:  
  o #40 Sense or Nonsense?, pg. 164  
  o Illustrative Mathematics: Valid Equalities? (Part 2)  
  o Student Task Page | • How Close to 100? Game  
You might consider modifying the game by using dice with higher numbers and large grid paper with a higher target number such as 200.  

**Procedural Skills and Fluency:**  
*Use Basic Facts games listed on pg. 6 of the Unit Guide*  
Application:  
• Sugar Cubes Task  
• Cookie Dough Task  
• NCTM Illuminations: Multiplication Stories  
• Ch. 4 Performance Task – “Bake Sale” Assessment Guide pgs. AG124 – 128 |

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<th>Supplemental Resources</th>
<th>Teacher Resource:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 14</td>
<td>I can solve division problems by…</td>
<td>• Finding how many equal groups can be made out of a certain number of objects.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Finding how many objects can be shared equally among a certain number of groups.</td>
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<tr>
<td></td>
<td></td>
<td>• Counting up.</td>
<td></td>
<td></td>
<td>• Multiplication and Division Situations</td>
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<tr>
<td></td>
<td></td>
<td>• Skip counting on a number line.</td>
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<tr>
<td></td>
<td></td>
<td>• Using an array.</td>
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<td></td>
<td></td>
<td>• Using repeated subtraction.</td>
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<td></td>
<td></td>
<td>• Using factors.</td>
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<tr>
<td></td>
<td></td>
<td>• Using a related multiplication fact.</td>
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<td></td>
<td></td>
<td>• Answering questions such as…</td>
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<tr>
<td></td>
<td></td>
<td>o What is the relationship between multiplication and division? Explain.</td>
<td></td>
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</tr>
</tbody>
</table>

Coach’s Note:
Select appropriate problems from the following lessons to continue practicing the division strategies introduced in Unit 2 (Ch. 6). Include Problem Solving – Application problems at the back of the lesson to incorporate word problems with different multiplication situations. Pair up and condense the following lessons to mirror the structure of multiplication fact work in Unit 2:

- Lesson 7.1: Divide by 2 pgs. 265A – 268
- Lesson 7.5: Divide by 4 pgs. 281A – 284
- Lesson 7.2: Divide by 10 pgs. 269A–272
- Lesson 7.3: Divide by 5 pgs. 273A – 276
- Lesson 7.4: Divide by 3 pgs. 277A – 280
- Lesson 7.6: Divide by 6 pgs. 285A – 288
- Lesson 7.7: Divide by 7 pgs. 291A - 294
- Lesson 7.8: Divide by 8 pgs. 295A – 298
- Lesson 7.9: Divide by 9 pgs. 299A – 302

Chapter 7 Rule of Thumb:
The goal is fluency, so students should be building on facts they know and may use different strategies to develop fluency. Avoid telling students to use a specific strategy, model, or trick to solve division problems.
# Learning Plan – Stage 3

*Suggested Sequence of Key Learning Events and Instruction*

<table>
<thead>
<tr>
<th>Days</th>
<th>Learning Target</th>
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</tr>
</thead>
</table>
| 15 – 17 | I can solve one-step and two-step word problems by…  
3.OA.3, 3.OA.8                                                                 | - Reading the problem several times to make sense of the situation (SMP #1).  
- Determining which operation(s) to use based on the situation in the story.  
- Writing an accurate equation that matches the word problem.  
- Using a variety of strategies *flexibly* including building arrays, drawing pictures, creating equal groups, and using number lines.  
- Accurately choosing the correct operation to perform for the first and second computation based on the story context.  
- Decide if an answer is reasonable using mental math or estimation.  
- Answering questions such as…  
  - What in the story made you decide to add/subtract/multiply/divide?  
  - Why did you need two operations to solve this problem?  
  - How did you know to multiply/divide first and then add/subtract next?  
  - *Coach’s Note:* Include problem situations for Equal Groups and Arrays/Area found in the Multiplication and Division Situations table to provide opportunities for students to develop conceptual understanding of the meaning of multiplication and division.  
  - Lesson 4.10: Problem Solving – Multiplication pgs. 177A – 180  
  - Note: De-emphasize the focus on the table and use Lesson 4.10 to provide more practice with students solving two-step problems in context.  
  - SKIP Lesson 7.11: Investigate – Order of Operations (aligned with 5.OA.1)  
  - Use Think Smarter #18 on pg. 309 as an informal discussion about the order of operations. Have students write word problems for each expression, emphasizing how context helps us understand which operation to perform first.  | Procedural Skills and Fluency:  
- That’s Entertainment Task  
Application:  
- Achieve the Core Mini Assessment - 3.OA.D Two-Step Problems Using the Four Operations |
| 18 – 19 | I can use my understanding of multiplication and division to solve the problem by…  
3.OA.3, 4, 7                                                                 | - Finding the quotient, divisor and/or dividend.  
- Determining the possible combinations.  
- Communicating my reasoning.  
  - *Formative Assessment Lesson Classroom Challenge:* Skateboards  
  - FAL Classroom Challenge Teacher Guide, Grades 2-5 |
<table>
<thead>
<tr>
<th>Days</th>
<th>Learning Target</th>
<th>Success Criteria</th>
<th>Go Math! Lessons and Activities and Core Resources</th>
<th>Supplemental Resources</th>
</tr>
</thead>
</table>
| 20 – 22 | I can multiply with multiples of 10 by… | • Finding patterns.  
• Using base ten blocks.  
• Using a number line.  
• Decomposing and composing numbers using the Distributive Property.  
• Communicating my reasoning.  
• Answering questions such as…  
  o How does writing a zero at the end of a number affect the value of the digits? (e.g. 35 and 350)  
  o How are the products of 5 x 5 and 5 x 50 similar? How are they different? | • Lesson 5.3: Problem Solving: Use the Distributive Property pgs. 199A - 202  
• Lesson 5.4: Multiplication Strategies with Multiples of 10 pgs. 203A – 206.  
• Lesson 5.5: Multiply 1-Digit Numbers by Multiple of 10 pgs. 207A – 210 | Procedural Skills and Fluency:  
• Illustrative Mathematics: How Many Colored Pencils? Task  
  o Student Task Page |
| 23 | I can prepare for the unit assessment on multiplication and area by … | • Applying what I’ve learned to complete a task or a set of problems. | • Ch.4 Review pgs. 181 – 186, #’s 2 - 4, 7 - 8, 11 - 12, 14, 16, 20, 23  
• Ch. 7 Review pgs. 311 – 316, #’s 1 - 7, 9 - 13, 15 – 20. | Application:  
• Ch. 7 Performance Task Habib’s Pet Shop (Assessment Guide: pages AG139 - AG143D) |

**Unit Assessment**

At this point, all standards addressed in the Grade 3 Interim Assessment Block – "Operations and Algebraic Thinking" have been covered. This block may now be administered by logging on to the CAASPP website.