

Topic: Unit 7 & 9

Content: Multiplication/Division

Grade: 3

<p style="text-align: center;">D A Y I N U N I T</p>	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5</p>	<p>Technology 50 Ideas Resources- Text, sites,...</p>
<p>1</p>	<p>I can apply knowledge of place value to multiply one-digit whole numbers by multiples of 10 in the range 10-90 (ex: 9 x 80, 5 x 60) (3.NBT.3) EQ- How does a digit’s position affect its value?</p>	<p>Multiples Product Activity: Flower Power (KDE Vocabulary Instructional Menu/ongoing activity/add new words and meaning to new petal)</p>	<p>Think, Pair, Share -“What do you know about multiplication?”</p>	<p>Interactive Word Wall</p>	<p>S-Common Assessments F-Journal Writing Prompt: Use pictures to solve the multiplication problem. Explain how you solved the problem. (30 x 4)</p>	<p>Readiness: Extending Multiplication Fact Patterns Enrichment: Minute Math Skills groups Math Intervention Everyday Math Lesson 9.1</p>	
<p>2</p>	<p>I can explain what division means and how it relates to equal shares. (3.OA.2) EQ- In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Division Activity: Flower Power</p>	<p>Etch-A-Sketch Students to show representation of division. (ex: Given the numbers 12, 4, 3 the students will create a picture that represents each number in the equation, make a division word problem, and a division equation with the 3 numbers.)</p>	<p>Interactive Word Wall Read: The Doorbell Rang by Pat Hutchins (flashdrive)</p>	<p>S-Common Assessments</p>	<p>Readiness: Trading Money Enrichment: Sharing Money Equally Skills groups Math Intervention Everyday Math Lesson 9.7</p>	<p>Brainpop Jr.- Equal Shares</p>
<p>3</p>	<p>I can understand quotients as the number of shares or the number of groups when a set of objects is divided equally. (3.OA.2)</p>	<p>Quotient Dividend Divisor</p>	<p>Physical Barometer Label room with quotient, dividend, and divisor and show</p>	<p>Interactive Word Wall</p>	<p>S-Common Assessments F-Journal Writing Prompt: Fred evenly</p>	<p>Skills groups Math Intervention</p>	<p>Division Rule Powerpoint on flashdrive</p>

	<p>EQ- In what ways can operations affect numbers?</p> <p>How can different strategies be helpful when solving a problem?</p>	<p>Activity: Flower Power</p>	<p>problems on board using both symbols of division. Point to a number and the students go to the correct part of room that names the number.</p>	<p>Read: Divide and Ride by Stewart Murphy (SES library)</p>	<p>divides 24 eggs into 4 baskets. How many eggs are in each basket? How do you know?</p>		
4	<p>I can solve word problems involving multiplication and division by using pictures, an equation with a symbol for the unknown number. (3.OA.3)</p> <p>EQ- In what ways can operations affect numbers?</p> <p>How can different strategies be helpful when solving a problem?</p>	<p>Review/reinforce vocabulary from above</p>	<p>Hooks and Bridges Give students a division word problem and have them to solve. Students then turn to their neighbor and compare their answers and explain.</p>	<p>Interactive Word Wall</p>	<p>S-Common Assessments</p>	<p>Skills groups Math Intervention</p>	
5	<p>I can multiply or divide to solve the unknown whole number (ex: $8 \times ? = 48$). (3.OA.4)</p> <p>EQ- In what ways can operations affect numbers?</p> <p>How can different strategies be helpful when solving a problem?</p>	<p>Review/reinforce vocabulary from above</p>		<p>Interactive Word Wall</p>	<p>S-Common Assessments F-Journal Writing</p> <p>Prompt: Write one multiplication fact and one division fact for the picture. Explain how you found your answer. (picture: array below)</p> <p>xxxxx xxxxx xxxxx</p>	<p>Readiness: Picturing Division</p> <p>Enrichment: Solving Division Number Stories</p> <p>Skills groups Math Intervention</p> <p>Everyday Math Lesson 9.8</p>	<p>Jeopardy Powerpoint on flashdrive</p>
6	<p>I can apply properties of operations as strategies to multiply and divide (ex: Commutative, Associative, and Distributive). (3.OA.5)</p> <p>EQ- In what ways can operations</p>	<p>Commutative Associative Distributive</p> <p>Activity: Flower Power</p>		<p>Interactive Word Wall</p>	<p>S-Common Assessments</p>	<p>Skills groups Math Intervention</p>	<p>Jeopardy Powerpoint on flashdrive</p>

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	I can understand division as an unknown-factor problem. (ex: $32 \div 8$ by finding the number that makes 32 when multiplied by 8) (3.OA.6) EQ- In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?	Review/reinforce vocabulary from above		Interactive Word Wall	S-Common Assessments F-Journal Writing Prompt: Mary will be taking care of the class fish over the summer. If she keeps it for 63 days, how many weeks will she have it? Explain how you know.	Skills Groups Math Intervention	