# CAR Unit Template

## Unit Title: Mathematics – Introductory Multiplication and Division Concepts – Unit 1 – Module B

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **3.OA.A.4** 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 × ? = 48, 5 = � ÷ 3, 6 × 6 = ?.

 **3.OA.B.5** Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16* *= 56. (Distributive property)*

 **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.

 **3.OA.D.9** 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.

 **3.OA.B.6** Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

 **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.

 **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.

 **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **3.OA.A.4 – WALT** determine the unknown whole number in a multiplication or division equation relating three whole numbers \*\* |  |  |  |  |
| **3.OA.B.5 – WALT** apply properties of operations (commutative property) as strategies to multiply |  |  |  |  |
| **3.OA.C.7 – WALT** multiply and divide within 100 using strategies such as the relationship between multiplication and division, or properties of operations (working towards accuracy and efficiency) |  |  |  |  |
| **3.OA.D.9 – WALT** identify arithmetic patterns, including patterns in the addition table or multiplication table, and explain them using properties of operations |  |  |  |  |
| **3.OA.B.6 – WALT** a related multiplication problem with an unknown factor can be used to solve a division problem |  |  |  |  |
| **3.OA.C.7 – WALT** multiply and divide within 100 using strategies such as the relationship between multiplication and division, or properties of operations (working towards accuracy and efficiency) |  |  |  |  |
| **3.OA.D.8 – WALT** solve simple two-step word problems using the four operations |  |  |  |  |
| **3.OA.D.8 – WALT** represent two-step word problems using equations with a letter standing for the unknown quantity |  |  |  |  |
| **3.OA.D.8 – WALT** assess the reasonableness of answers in two-step word problems using mental computation and estimation strategies including rounding |  |  |  |  |
| **3.NBT.A.1 – WALT** round whole numbers to the nearest 10 or 100, using place value understanding |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |