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| **Class** | Math 3 | **Topic** | **Multiplication as “Equal Groups of”** | **Lesson** | 1 | **Of** | 10 |

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| **Objective** | Students will:  Interpret products of whole numbers by recognizing them as equal number of groups of a certain number.  Solve multiplication word problems using the strategy of equal groups. |
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| **“I Can” Statement** | I can multiply whole numbers by putting them into equal number of groups.  I can use equal groups in solving word problems on multiplication. |

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| **Common Core Standards** | [CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/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. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*  [CCSS.MATH.CONTENT.3.OA.A.3](http://www.corestandards.org/Math/Content/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. |

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| **Bell Work** | See Bell Work 1-1 |

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| **Procedures** | 1. Start and lead student discussion related to the bell work.  2. Distribute the Guided Notes  3. Present lesson or play a video lesson.  4. Use an Online Activity if time permitted.  5. Distribute Lesson Assignment. |

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| **Assessment** | Bell Work 1-1  Assignment 1-1  Exit Quiz 1-1 |

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| **Additional Resources** | See Online Activities |