|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | Math 3 | **Topic** | **The Meaning of Factors** | **Lesson** | 3 | **Of** | 10 |

|  |  |
| --- | --- |
| **Objective** | Students will:  Understand the parts of a multiplication equation.  Know what the factors of a product is. |
|  |  |
| **“I Can” Statement** | I can find out what numbers multiply to a certain number.  I can factor out a product into two whole numbers. |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **Bell Work** | See Bell Work 1-3 |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **Assessment** | Bell Work 1-3  Assignment 1-3  Exit Quiz 1-3 |

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