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| **Class** | Math 3 | **Topic** | **Problem Solving Using Units of 2-5, and 10** | **Lesson** | 10 | **Of** | 10 |

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| **Objective** | Students will:  Apply all the strategies of multiplication and division in word problems involving units of 2, 3, 4, 5, and 10. |
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| **“I Can” Statement** | I can solve multiplication or division problems using strategies of equal groups, array models, commutative property, distributive property, tape diagrams, skip counting, and many more. |

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| **Common Core Standards** | [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.  [CCSS.MATH.CONTENT.3.OA.C.7](http://www.corestandards.org/Math/Content/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. |

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| **Bell Work** | See Bell Work 1-10 |

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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 1-10  Assignment 1-10  Exit Quiz 1-10 |

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