

# UNIT 1 - LESSON PLANS

<b>Class</b>	Math 3	<b>Topic</b>	<b>Multiplication and Division Using Units of 4: Skip Counting to Multiply Units of 4</b>	<b>Lesson</b>	8a	<b>Of</b>	10
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**Objective** Students will:  
Interpret products and quotients of whole numbers by skip counting through repeated addition and subtraction.

**“I Can” Statement** I can multiply whole numbers by adding a number repeatedly until I get the product.

I can divide whole numbers by subtracting a number repeatedly until I reach 0 to get the number of times for the quotient.

**Common Core Standards** [CCSS.MATH.CONTENT.3.OA.A.1](#)

Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .*

[CCSS.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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## [CCSS.MATH.CONTENT.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  $8 \times ? = 48$ ,  $5 = \_ \div 3$ ,  $6 \times 6 = ?$ .*

## [CCSS.MATH.CONTENT.3.OA.B.5](#)

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

### **Bell Work**

See Bell Work 1-8a

### **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 1-8a  
Assignment 1-8a  
Exit Quiz 1-8a

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**Additional  
Resources**

See Online Activities