**Lesson** 9 **Of** 10

**Decomposing Units Using the Distributive Property**

**Topic**

**Class** Math 3

**Common Core Standards**

I can divide the multiplicand and multiplier by a common factor to decompose an expression.

I can decompose an expression into smaller expressions.

**“I Can” Statement**

Students will:

Factor out a common factor from both numbers of a multiplication expression.

Use the knowledge of division to make a bigger number into two smaller factors.

**Objective**

[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.B.5](http://www.corestandards.org/Math/Content/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.)

**Bell Work** See Bell Work 1-9

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.

**Procedures**

Bell Work 1-9

Assignment 1-9

Exit Quiz 1-9

**Assessment**

**Additional Resources**

See Online Activities