CONNEAUT AREA SCHOOL DISTRICT		
MATHEMATICS – MODULE THREE		
• UNIT OF STUDY: **Multiplication and Division with Factors of 6, 7, 8, and 9**	COURSE/GRADE: **3**	# WEEKS: 4

Focus (emphasis) Standards/EC CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	*Technology/manipulatives* Study Island; ixl.com; firstinmath.com; youtube.com; multiplication.com; counters; multiplication tables
Important (reinforced) Standards/EC CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	*Reading, writing, speaking strategies* Journaling; write stories to match given multiplication/division equations; act out a story problem; explain the properties of multiplication
Vocabulary (REVIEW FROM MODULE TWO)	*Questioning and discussion techniques* • How would you describe the problem in your own words? • How would you describe what you are trying to find? • What do you notice about…? • What information is given in the problem? • Describe the relationship between the quantities. • Describe what you have already tried. What might you change? • Talk me through the steps you've used to this point. • What steps in the process are you the most confident about?

	- What are some other strategies you might try? - What are some other problems that are similar to this one? - How might you use one of your previous problems to help you begin? - How else might you organize… represent…show..?
Real life application Create a story to match a given combination of symbols and numbers; represent two-step word problems using equations with a symbol standing for the unknown quantity; solve two-step word problems involving real-life situations (ie. Grocery store, dividing supplies, etc.) using the four operations; describe a context in which a total number of objects can be expressed as *b x c*; describe a context in which a number of shares or a number of groups can be expressed as *36 divided by 4*	**Performance assessment examples:** Formative assessments can be taken from *Crosswalk Coach* Lessons 9, 10, 11, 12, 13, 17 and 18 *Buckle Down* Lessons 7, 8, 9, 10, 12, 13, 14, and 15
Computation - Use multiplication (up to and including 10 x 10) and/or division (limit dividends through 50 and divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities. - Determine the unknown whole number in a multiplication (up to and including 10 x 10) or division (dividends through 50 and divisors and quotients through 10) equation relating three whole numbers. - Apply the commutative property of multiplication (not identification or definition of the property). - Apply the associative property of multiplication (not identification or definition of the property). - Interpret and/or model division as a multiplication equation with an unknown factor. *EX. Find 32 divided by 8 by solving 8 times ? =32*	**Accommodations/adaptations** Word problems read aloud; Study Island 3-tiered lessons for reinforcement; availability of manipulatives as needed; word bank with pictures
SAS Module Resources	

The Doorbell Rang by, Pat Hutchins; a division story: www.pdesas.org/module/content/resources/1744/view.ashx Printable flashcard creator : www.aplusmath.com	