

CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS – MODULE TWO		
UNIT OF STUDY: Multiplication and Division with Factors of 2, 3, 4, 5, and 10	COURSE/GRADE: 3	# WEEKS: 4
<p><i>Focus (emphasis) Standards/EC</i></p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>	<p><i>Technology/manipulatives</i></p> <p>Study Island; ixl.com; firstinmath.com; youtube.com; multiplication.com; counters; multiplication tables</p>	
<p><i>Important (reinforced) Standards/EC</i></p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p><i>Reading, writing, speaking strategies</i></p> <p>Journaling; write stories to match given multiplication/division equations; act out a story problem; explain the properties of multiplication</p>	
<p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Division • Multiplication • Associative Property of Multiplication • Quotient • Commutative Property of Multiplication • Factor • Multiple • Product • Array • repeated addition • Distributive Property of Multiplication • repeated subtraction • multiplication table • Identity Property of Multiplication • Divisor • dividend 	<p><i>Questioning and discussion techniques</i></p> <ul style="list-style-type: none"> • 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? 	

	<ul style="list-style-type: none"> • 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..?
<p>Real life application Create a story to 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 $b \times c$; describe a context in which a number of shares or a number of groups can be expressed as $36 \text{ divided by } 4$</p>	<p>Performance assessment examples: Formative assessments can be taken from <i>Crosswalk Coach</i> Lessons 9, 10, 11, 12, 13, 15, 16, 17 and 18 <i>Buckle Down</i> Lessons 7, 8, 9, 10, 12, 13, 14, and 15</p>
<p>Computation</p> <ul style="list-style-type: none"> • Use multiplication (up to and including 10×10) 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 10×10) 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. <i>EX. Find 32 divided by 8 by solving 8 times ? =32</i> 	<p>Accommodations/adaptations Word problems read aloud; Study Island 3-tiered lessons for reinforcement; availability of manipulatives as needed; word bank with pictures</p>
<p>SAS Module Resources</p>	

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

Printable flashcard creator : www.aplusmath.com