Tulsa Math Adventure

Explore! Solve! Succeed!

Day 1: Equal Groups Adventure

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Small objects (coins, beans, toys), paper optional

Time:

10–15 minutes

Activity:

Create and build 10 different equal groups using objects.
Write equations and solve groupings.

Example:

Build 3 groups of 4, 4+4+4=12 or 3X4=12

Show your work here!

Tips & Prompts to Extend Thinking:

- Use skip counting and grouping instead of counting one by one
- How many groups do you see?
- How many are in each group?
- What multiplication equation matches?

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Day 2: Array Builder Station

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Paper, pencil, counters

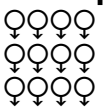
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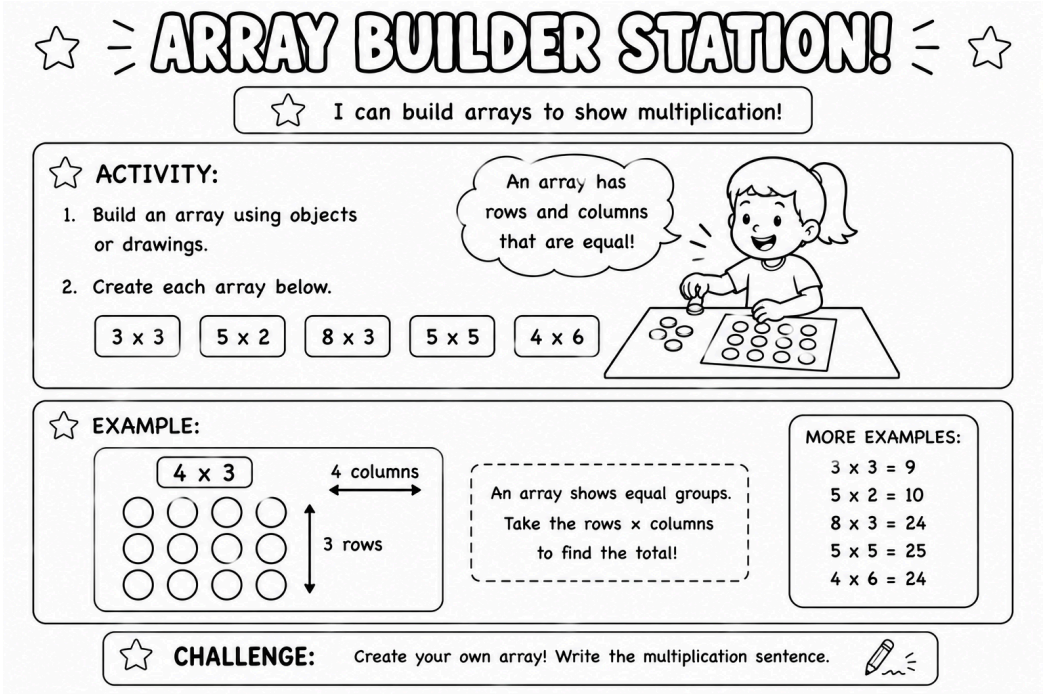
15 minutes

Activity:

Build an array using objects or drawings.
3X3, 5X2, 8X3, 5X5, 4X6

Example: 4X3





Tips & Prompts to Extend Thinking:

- Keep rows/columns neat and organized
- How many rows?
- How many in each row?
- What equation matches?

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Day 3: Skip Counting Challenge

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

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Materials:

None

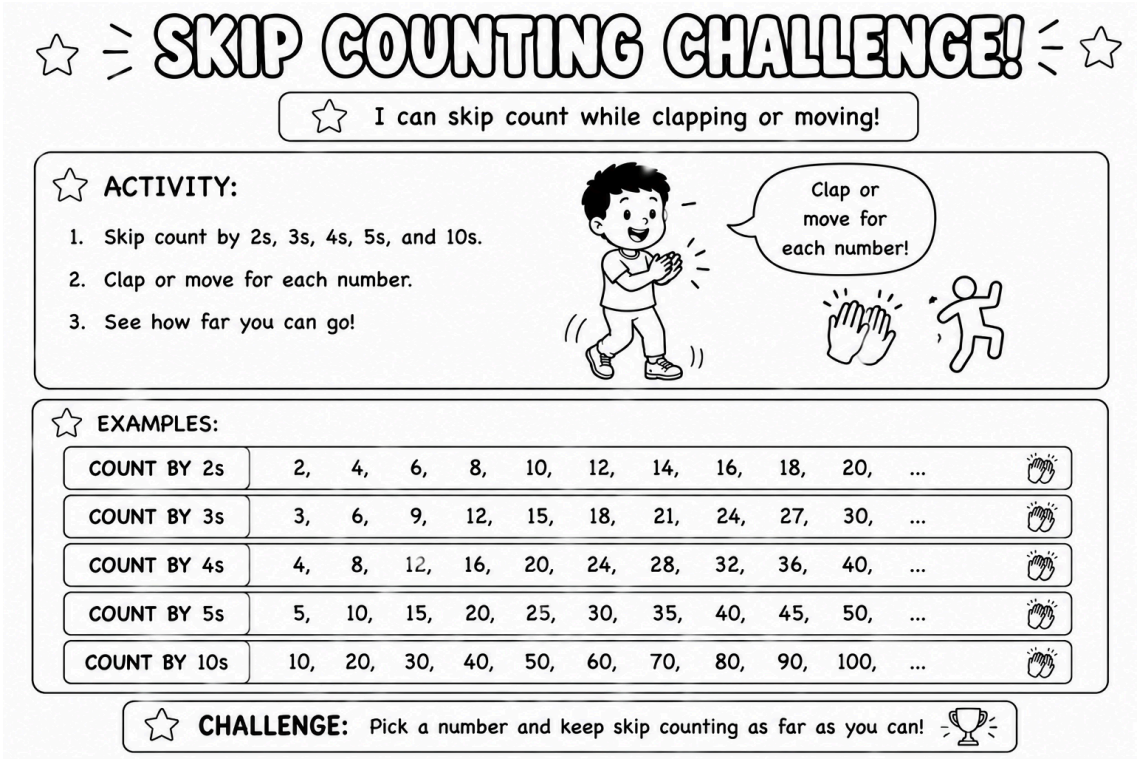
Time:

10 minutes

Activity:

Skip count by 2s, 3s, 4s, 5s, and 10s while clapping or moving.

Example: 3, 6, 9, 12, 15, clap for each number



Tips & Prompts to Extend Thinking:

- Add rhythm or movement
- What comes next?
- How does skip counting connect to multiplication?

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Day 4: Fact Family Fun

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

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Materials:
Paper, pencil

Time:
10–15 minutes

Activity:
Build 3 fact families using these numbers 3, 4, 12 and 2, 6, 12 and 7, 8, 66.
Challenge: make 5 more using your own numbers that are larger than these.

Example:
3, 7, 7
3X7=21, 7X3=21, 21÷3=7, 21÷7=3

Show your work here!

Tips & Prompts to Extend Thinking:

- Connect multiplication and division
- What multiplication facts match?
- How are division facts connected?

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Day 5: Multiplication Bingo

Standards: 3.N.2.3 – Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers

Materials:
Bingo board

Time:
15–20 minutes

Activity:
Make up and solve 10–15 multiplication facts.

Example: 4×5=20

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Show your work here!

Tips & Prompts to Extend Thinking:

- Focus on strategy not speed
- How did you solve that fact?
- What strategy helped?

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Day 6: Division Sharing Party

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Objects, paper optional

Time:

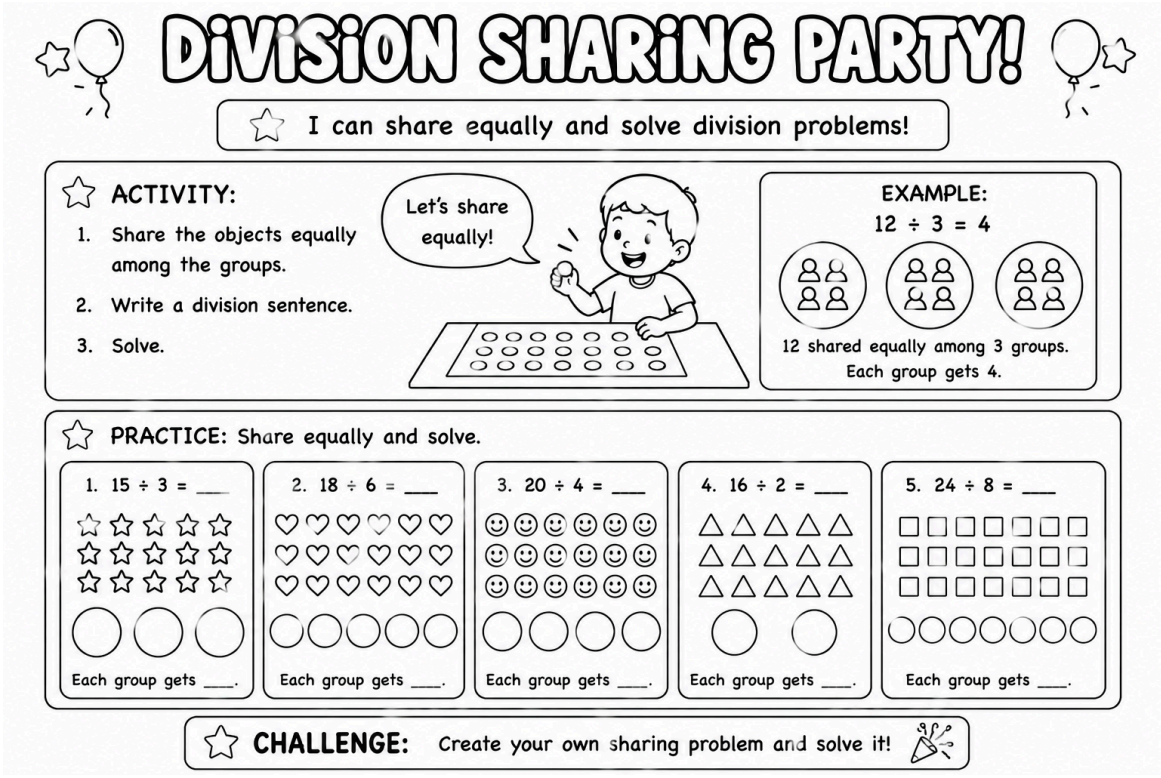
10–15 minutes

Activity:

Share objects equally in multiple scenarios. Solve.

Example: 12÷3





Tips & Prompts to Extend Thinking:

- Physically move objects into groups
- How many in each group?
- Is it equal sharing?

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Day 7: Multiplication Story Problems

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving Whole numbers.

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Materials:
Paper, pencil

Time:
15–20 minutes

Activity:
Make up and solve 3 word problems.

Example:
I have 4 bags of 3 apples. How many apples do I have?

Show your work here!

Tips & Prompts to Extend Thinking:

- Draw models if needed
- What operation do you use?
- What is the problem asking?

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Day 8: Division Detective

Standards: 3.N.2.8 - Use various strategies based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.

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Materials:
Paper, pencil

Time:
15 minutes

Activity:
Make-up and solve 3 division stories.

Example:
18÷3
I have 18 pieces of candy. I divide them between me and 3 of my friends. How many pieces of candy does each person get?

Show your work here!

Tips & Prompts to Extend Thinking:

- Act problems out
- What is being shared?
- How do you know your answer is correct?

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Day 9: Fact Family Match-Up

Standards: 3.N.2.7 – Apply the relationship between multiplication and division to problems.

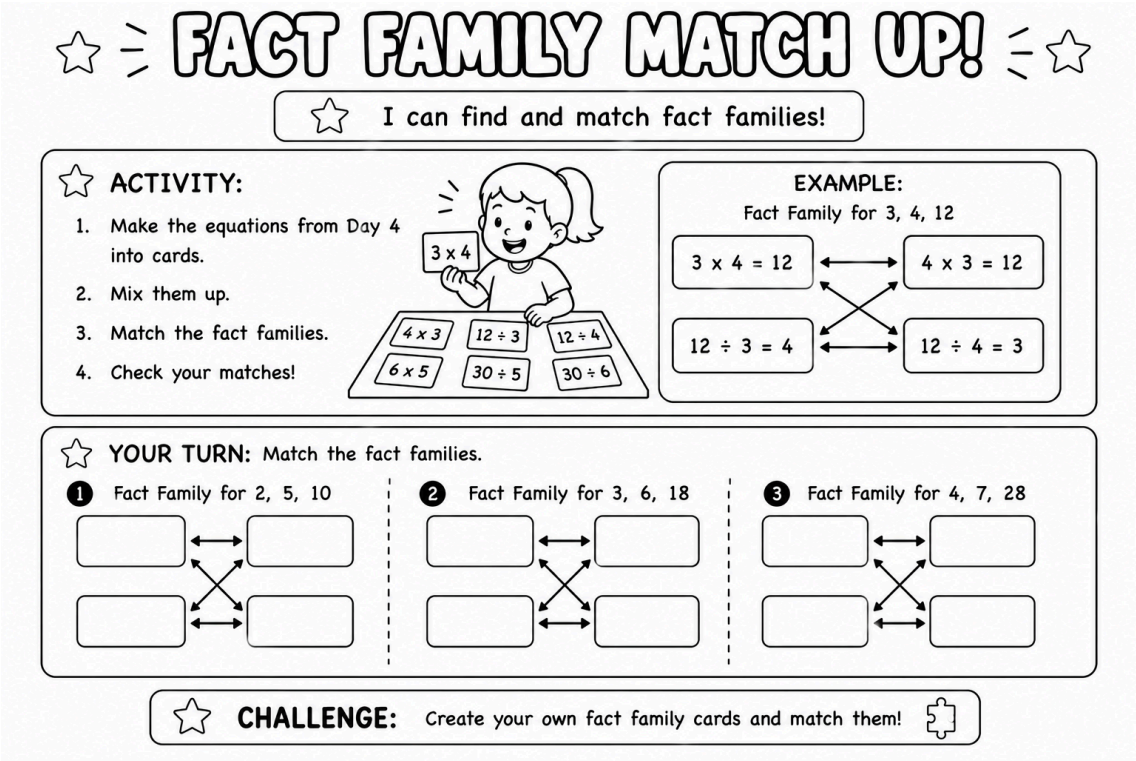
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Materials:
20 notecards or paper

Time:
10–15 minutes

Activity:
Make the equations from day 4 into cards. Mix them up and match the fact families.

Example:
3×4 = 4x3 = 12÷**3 = 12÷4**



Tips & Prompts to Extend Thinking:
- Explain connections aloud
- How are these related?
- What pattern do you see?

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Day 10: Create Your Own Problem

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

Materials:
Paper, pencil

Time:
10 minutes

Activity:
Create and solve 2 multiplication and 2 division word problems.

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Show your work here!

Tips & Prompts to Extend Thinking:

- Let students be the teacher
- How did you solve it?
- Can someone else solve your problem?

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Day 11: Build a Multiplication Garden

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches.

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Materials:

Paper, crayons

Time:

15–20 minutes

Activity:

Draw flower arrays for these numbers.
3x10, 8x9, 7x7, 5x5, 4x6

Example:

3×5



Show your work here!

Tips & Prompts to Extend Thinking:

- Keep rows equal
- How many flowers in each row?
- What equation matches?

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Day 12: Multiplication Hopscotch

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

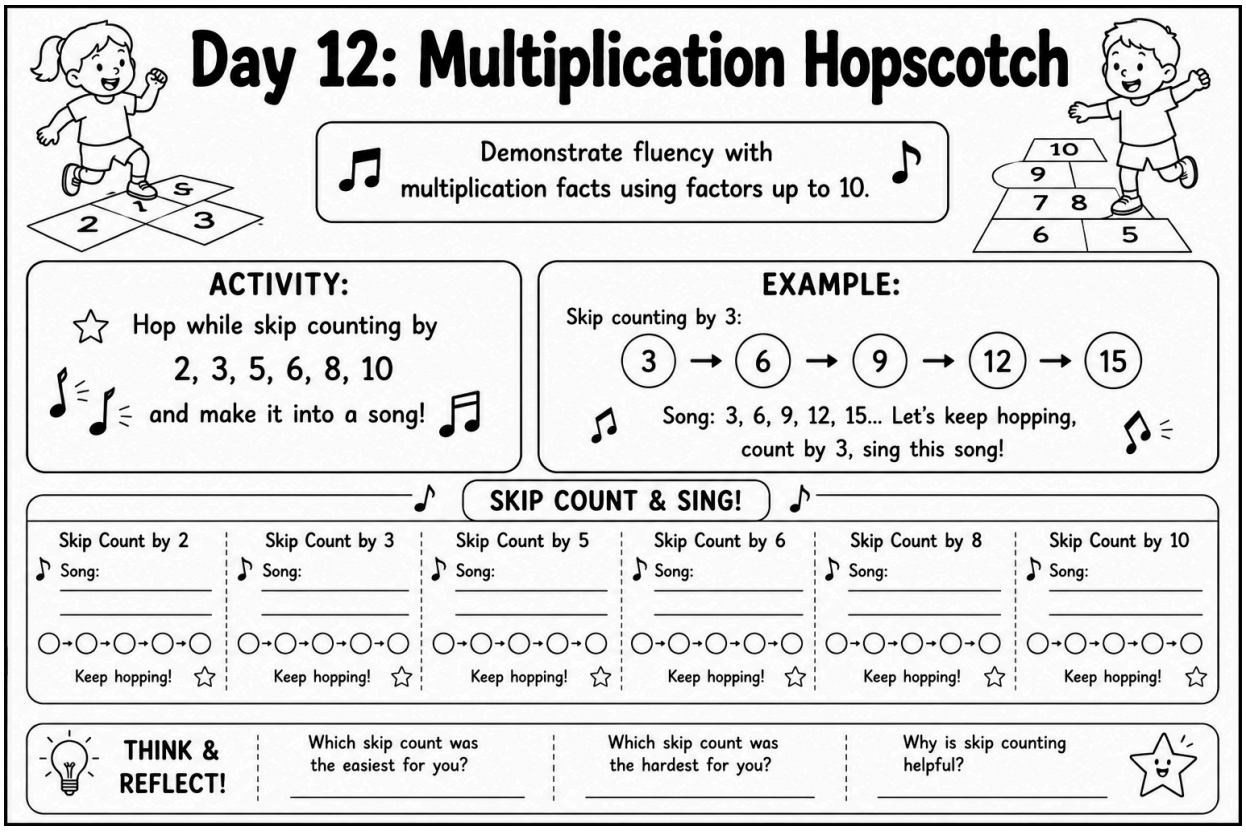
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Materials:
Chalk or space

Time:
10–15 minutes

Activity:
Hop while skip counting by 2, 3, 5, 6, 8, 10 and make it into a song.

Example:
3, 6, 9, 12, 15



Tips & Prompts to Extend Thinking:
- Add movement
- What comes next?
- How does this connect to multiplication?

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Day 13: Fact Family Houses

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

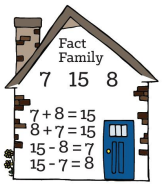
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Materials:
Paper, pencil

Time:
15 minutes

Activity:
Build 3 fact families in house format.

Example:



Show your work here!

Tips & Prompts to Extend Thinking:

- Show inverse operations
- What multiplication facts belong?
- What division facts match?

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Day 14: Flash Fact Challenge

Standards: 3.N.2.3 – Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers

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Materials:

20 Notecards or paper

Time:

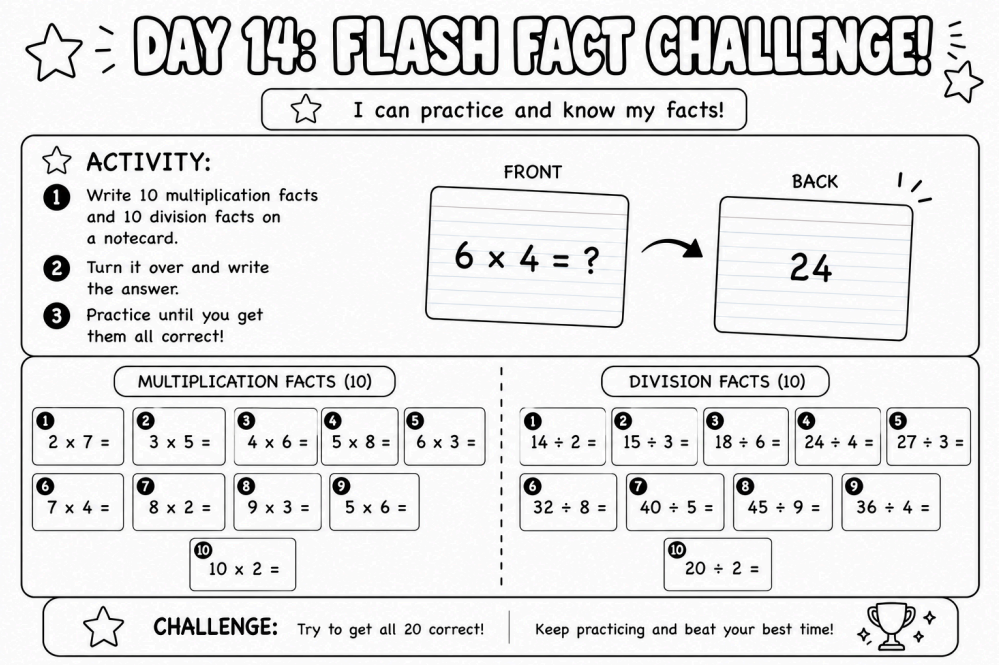
10 –15 minutes

Activity:

Write 10 multiplication facts and 10 division facts on a notecard. Turn it over and write the answer. Practice until you get them all correct.

Example:

7×2	14
14x2	28



Tips & Prompts to Extend Thinking:

- Focus on strategy
- What strategy helped?
- Which is easiest?

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Day 15: Equal Sharing

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Objects-legos, beans, buttons

Time:

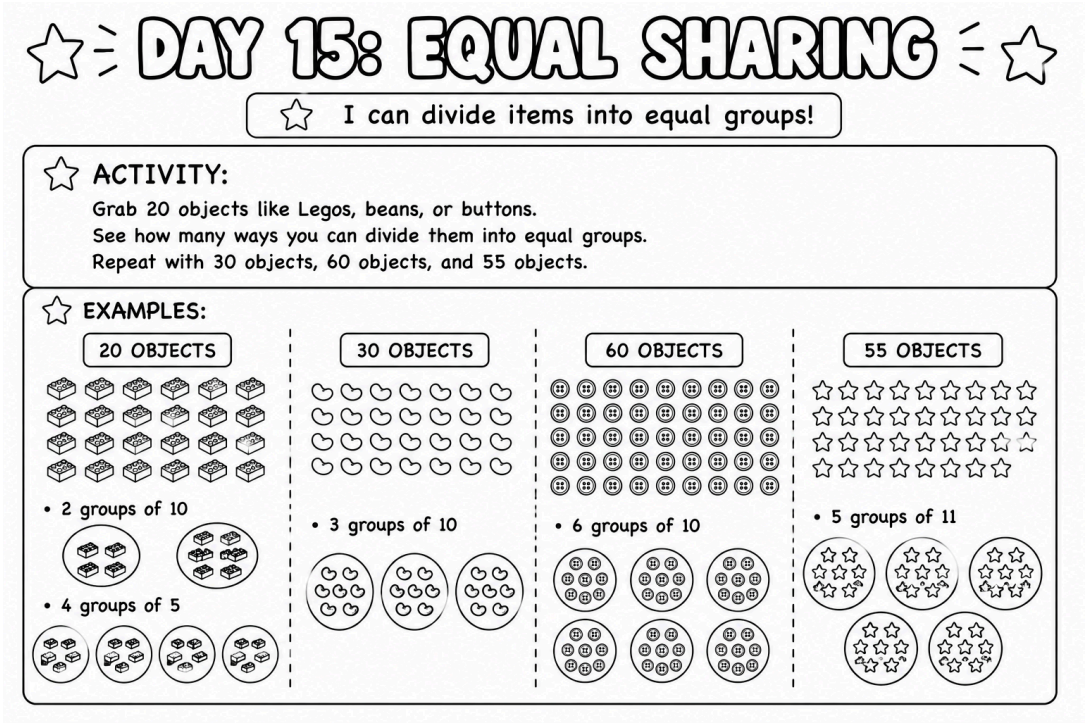
15 minutes

Activity:

Grab 20 objects. See how many ways you can divide them equally. Repeat with 30 objects, 60 objects and 55.

Example:

10= 2 objects, 2 objects, 2 objects, 2 objects, 2 objects.
10= 5 objects, 5 objects



Tips & Prompts to Extend Thinking:

- Use real objects
- How many in each group?
- Is it fair?

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Day 16: Division Race

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:
Paper or objects

Time:
10–15 minutes

Activity:
Write and solve 10 division problems.

Example:
18÷3, 24÷6.

Show your work here!

Tips & Prompts to Extend Thinking:

- Explain thinking
- What multiplication fact helps?
- How did you solve it?

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Day 17: Multiplication Story Creator

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving whole numbers.

Materials:
Paper

Time:
15–20 minutes

Activity:
Create 3 word problems.

Example:
You have 5 apples. You give 3 to your best friend. How many do you have left?

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Show your work here!

Tips & Prompts to Extend Thinking:

- Encourage creativity
- What does your product mean?
- Can someone solve it?

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Day 18: Division Treasure Hunt

Standards: 3.N.2.6 – Represent division facts and divisibility by modeling a variety approaches

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Materials:

Objects

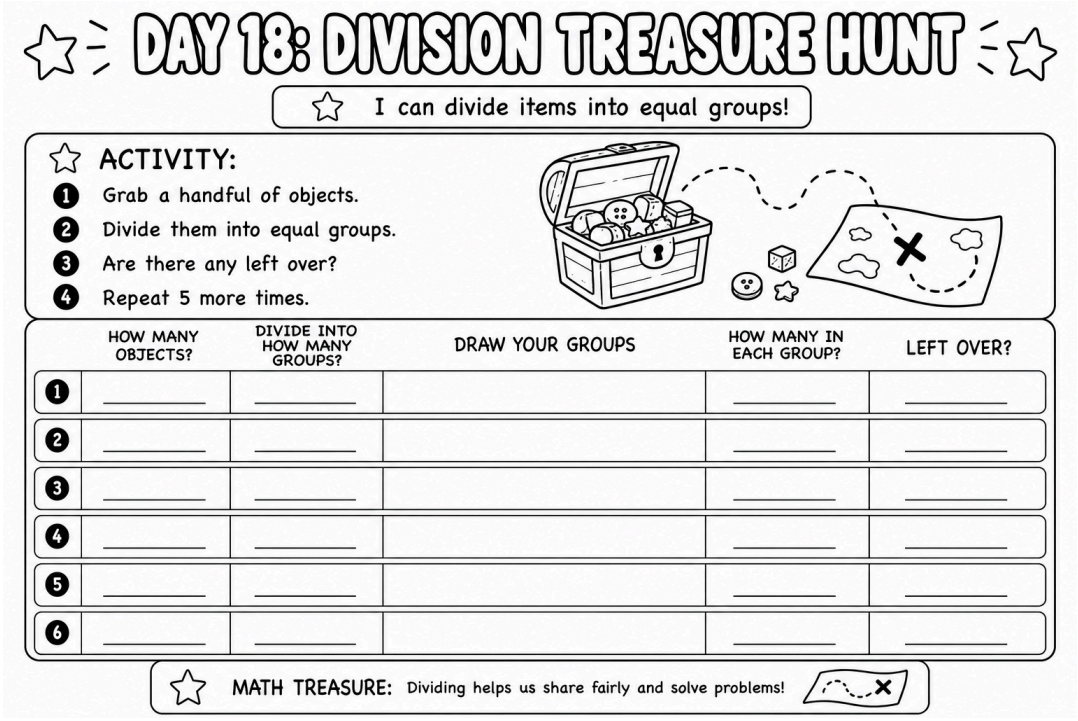
Time:

15–20 minutes

Activity:

Grab a handful of objects. Divide them into equal groups
Are there any left over?
Repeat 5 more times.

Example:



Tips & Prompts to Extend Thinking:

- Move objects physically
- How many groups?
- Is it equal?

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Day 19: Equation Sort and Solve Challenge

Standards: 3.N.2.7 – Apply the relationship between multiplication and division to problems. – Apply the relationship between multiplication and division to represent and solve problems.

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Materials:

Notecards or small pieces of paper, pencil

Time:

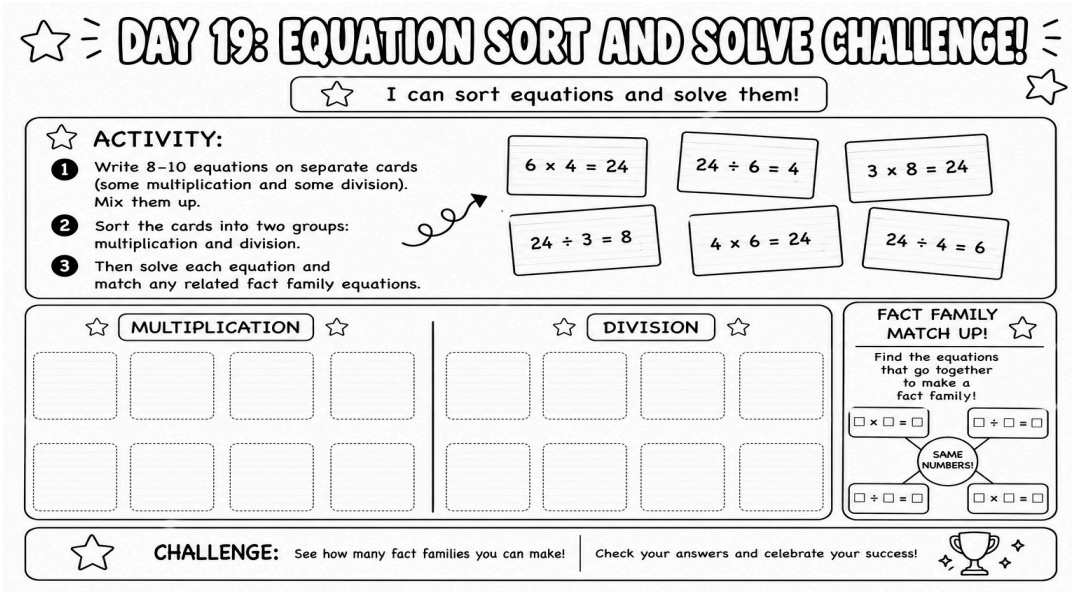
15 minutes

Activity:

Write 8–10 equations on separate cards (some multiplication and some division).
Mix them up. Sort the cards into two groups: multiplication and division.
Then solve each equation and match any related fact family equations.

Example:

Cards:
3 × 4 = ___
5 × 2 = ___
12 ÷ 3 = ___
10 ÷ 2 = ___



Tips & Prompts to Extend Thinking:

- How do you know this equation is multiplication or division?
- Which multiplication equation matches this division equation?
- What number fact family do these equations belong to?
- Can you create one more related equation for this set?

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Day 20: Carnival Math Day

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Paper

Time:

20–30 minutes

Activity:

Solve carnival problems below. Pretend you are at a carnival. Draw or write 4 carnival-themed math story problems using multiplication and division.
Solve each problem and show your work.

Example:

Each ride needs 4 tickets. If 3 kids ride, how many tickets are needed?
You have 20 tickets to use for 5 games. If you use the same number of tickets for each game, how many tickets per game?
There are 6 prize bags with 3 toys in each. How many toys total?
A snack stand has 24 popcorn bags. They are shared equally among 6 families. How many bags does each family get?

Show your work here!

Tips & Prompts to Extend Thinking:

- Make it fun and creative
- What operation did you use?
- How did multiplication or division help?

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Day 21: Toy Array Builder

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Toys, counters, paper optional

Time:

15 minutes

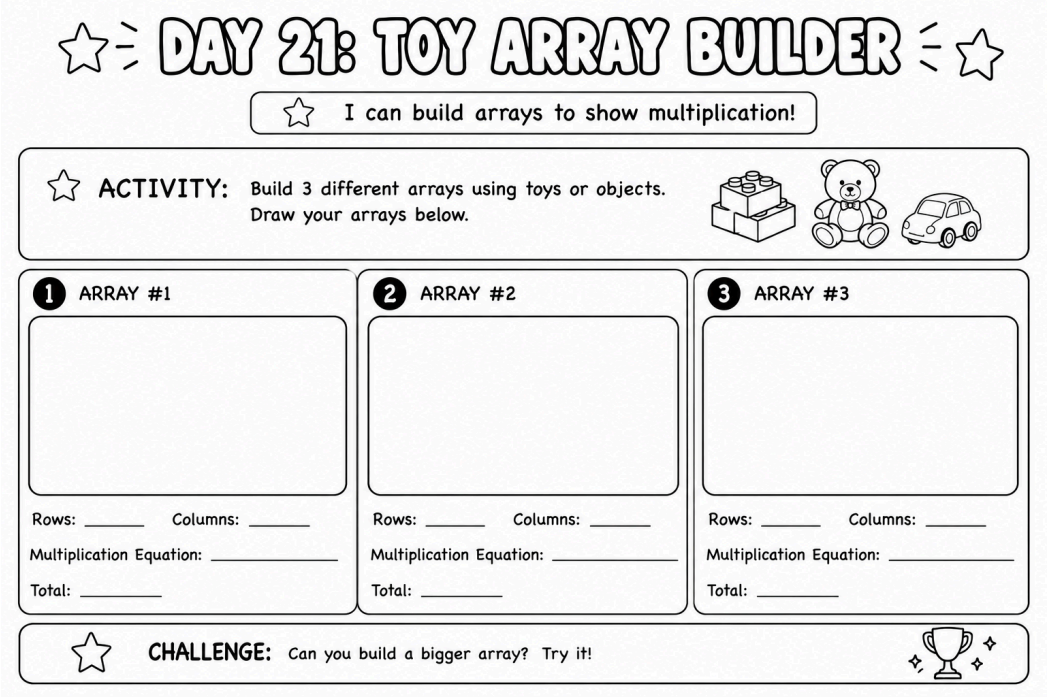
Activity:

Build 3 different arrays using toys or objects. Draw your arrays below.

Example:

2×4





Tips & Prompts to Extend Thinking:

- Make neat rows and equal groups
- How many rows?
- How many in each row?
- What equation matches?

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Day 22: Household Multiplication Hunt

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

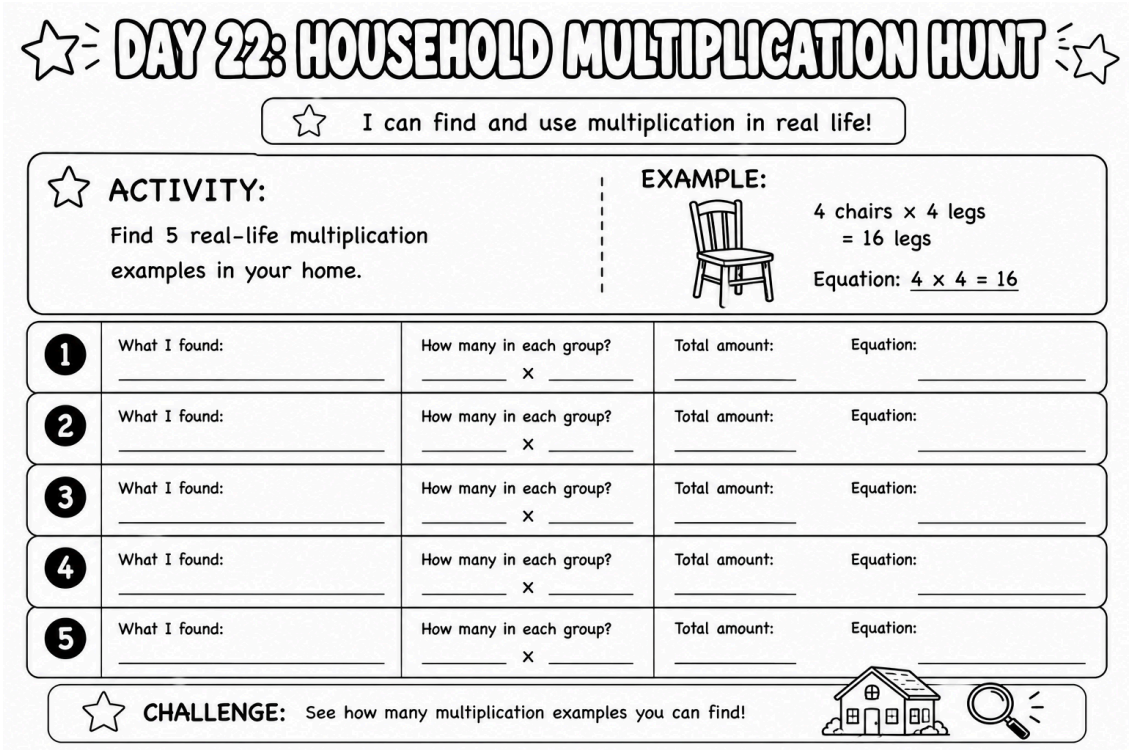
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Materials:
None

Time:
10–15 minutes

Activity:
Find 5 real-life multiplication examples in your home.

Example:
4 chairs × 4 legs



Tips & Prompts to Extend Thinking:
- Look for equal groups everywhere
- What groups do you see?
- How could you write an equation?

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Day 23: Fact Family Basketball Toss

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

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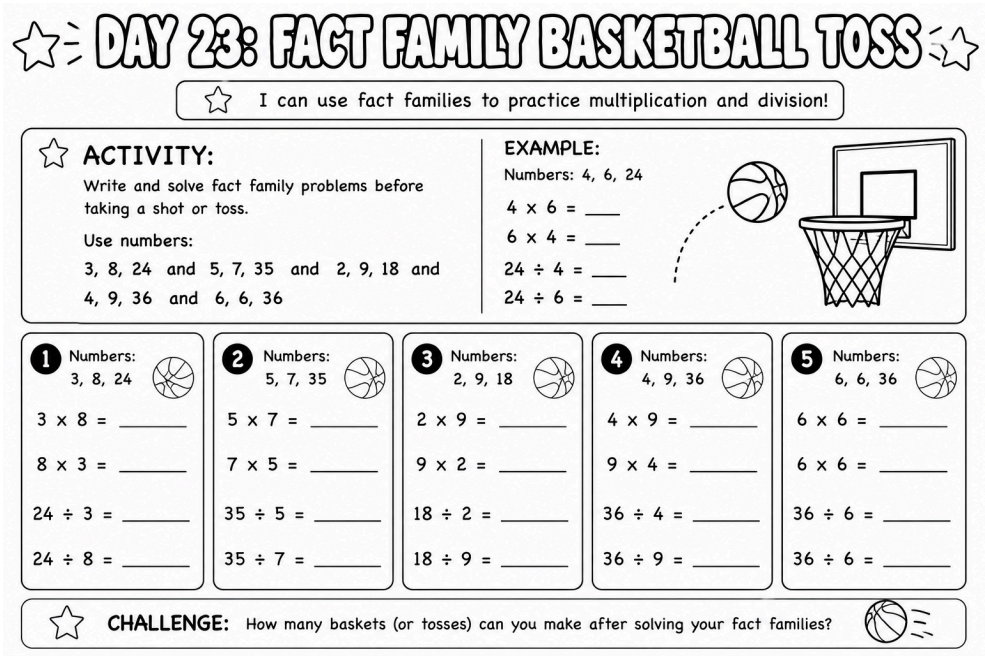
Materials:
Ball, basket or target

Time:
15 minutes

Activity:
Write and solve fact family problems before taking a shot or toss. Use numbers: 3, 8, 24, and 5, 7, 35 and 2, 9, 18 and 4, 9, 36 and 6, 6, 36

Example:
Numbers: **4, 6, 24**

- 4 × 6 = ___
- 6 × 4 = ___
- 24 ÷ 4 = ___
- 24 ÷ 6 = ___



Tips & Prompts to Extend Thinking:

- Keep it active and fun
- What fact family does this belong to?
- How are multiplication and division connected?

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Day 24: Roll & Multiply

Standards: 3.N.2.3 – Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers

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Materials:
Dice, paper

Time:
10–15 minutes

Activity:
Roll two dice and multiply. Solve at least 10 problems.

Example:
3×6=18

Show your work here!

Tips & Prompts to Extend Thinking:

- Encourage mental math strategies
- How did you solve it?
- Can you solve it another way?

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Day 25: Ice Cream Division Shop

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Paper circles or counters

Time:

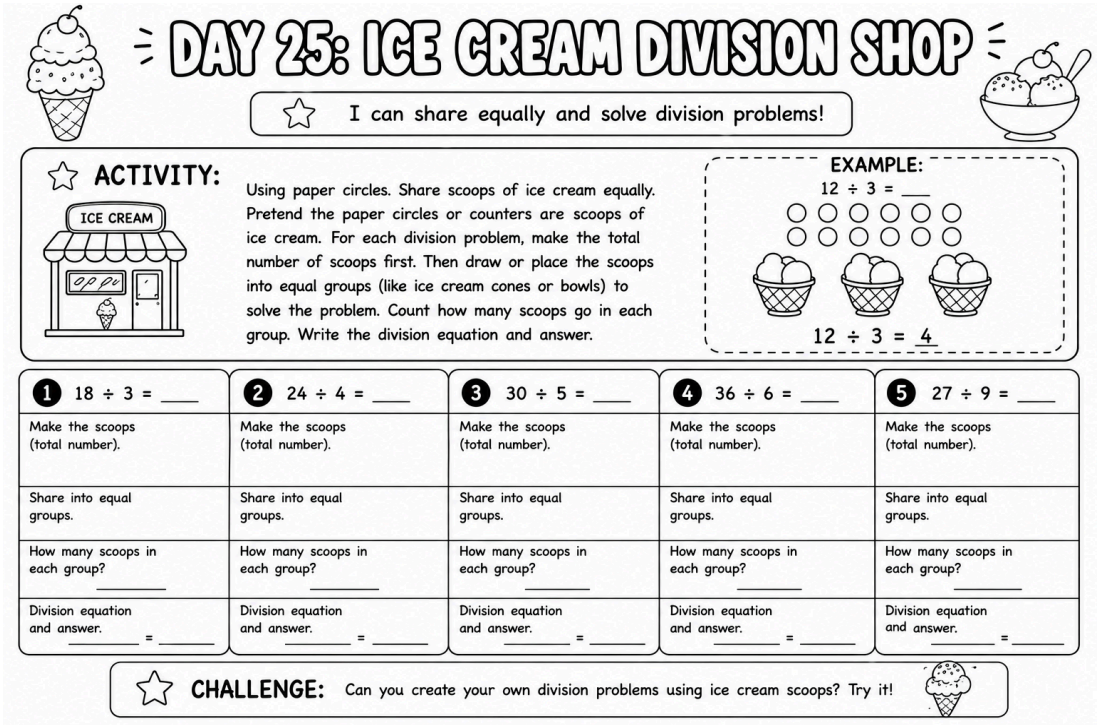
15–20 minutes

Activity:

Share scoops of ice cream equally. Pretend the paper circles or counters are scoops of ice cream. For each division problem, make the total number of scoops first. Then draw or place the scoops into equal groups (like ice cream cones or bowls) to solve the problem. Count how many scoops go in each group. Write the division equation and answer.

Example:

- Make 12 scoops. Share them equally into 3 bowls. Count how many scoops are in each bowl.
- Make 15 scoops. Share them equally into 5 bowls. Count how many scoops are in each bowl.
- Make 20 scoops. Share them equally into 4 bowls. Count how many scoops are in each bowl.



Tips & Prompts to Extend Thinking:

- How many scoops per person?
- Is it equal sharing?

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Day 26: Division Jump Line

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Paper number line

Time:

10–15 minutes

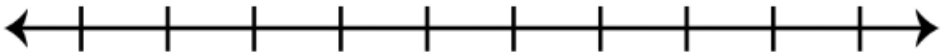
Activity:

Use a number line to model division as equal jumps. Start at 0 and make equal skip counting jumps until you reach the total. The number of jumps equals the answer (quotient). Equations: 18 ÷ 3, 24 ÷ 6, 60 ÷ 10, 42 ÷ 7

Example:

20 ÷ 5 → Jump by 5s: start on 0 → 5 → 10 → 15 → 20 (4 jumps)
Answer: 4

Show your work here!



Tips & Prompts to Extend Thinking:

- Connect jumps to groups
- How many jumps?
- What does each jump mean?

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Day 27: Multiplication Mission Story

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving whole numbers.

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Materials:

Paper

Time:

15–20 minutes

Activity:

Write and solve multiplication problems by drawing models to represent real-world situations. Use these prompts: 3 teams × 5 players, 5 boxes x 16 crayons, 5 storage tubs x 500 legos.

Example:

I have 4 bags of 6 apples. How many apples are there altogether?

- Draw 4 groups of 6 apples
- Equation: 4 × 6 = 24
- Answer: 24 apples total

Show your work here!

Tips & Prompts to Extend Thinking:

- Make drawings
- What operation did you use?
- What does your answer represent?

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Day 28: Division Detective Stories

Standards: 3.N.2.6 – Represent division facts and divisibility by modeling a variety approaches

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Materials:
Paper

Time:
15 minutes

Activity:
Write and solve division story problems by drawing models to represent real-world situations. Use these prompts: 15 players on 3 teams, 80 crayons in 5 boxes x, 2,500 legos in 5 storage tubs.

Example:
I have 24 apples. I need to put an equal amount of apples in 4 bags. How many apples are in each bag?.

Show your work here!

Tips & Prompts to Extend Thinking:

- Act out problems if needed
- What is being shared?
- How did you solve it?

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Day 29: Equation Puzzle Match

Standards: 3.N.2.8 - Use various strategies based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.

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Materials:

Notecards

Time:

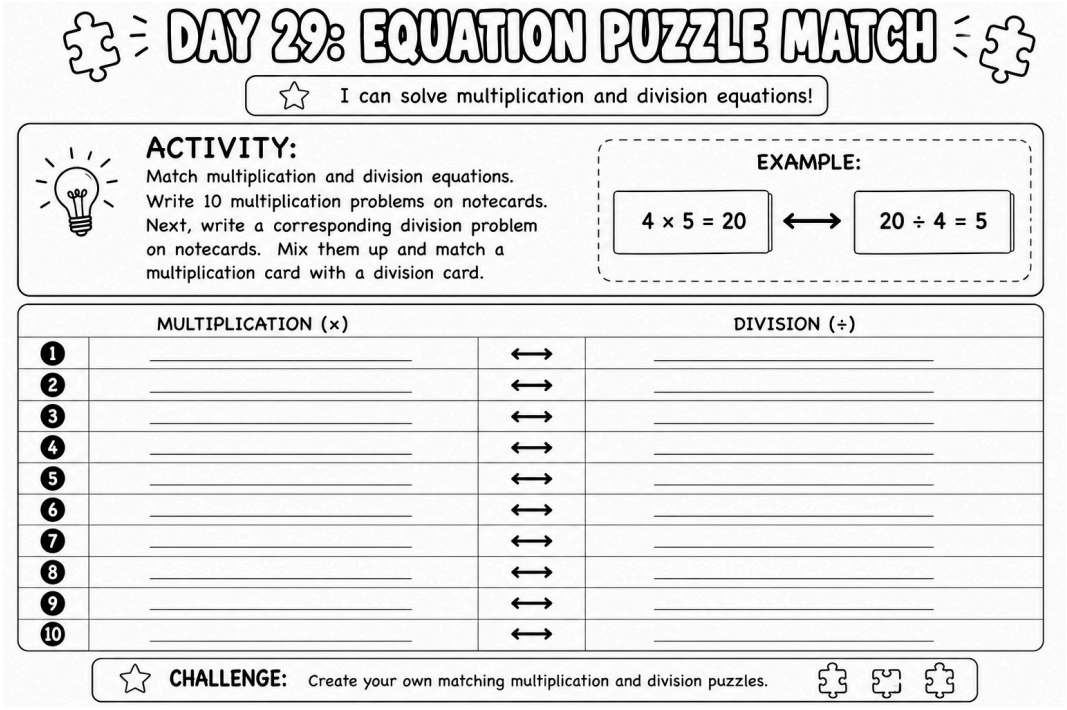
15–20 minutes

Activity:

Match multiplication and division equations. Write 10 multiplication problems on notecards. Next, write a corresponding division problem on notecards. Mix them up and math a multiplication card with a division card.

Example:

4×5=20 ↔ 20÷4=5.



Tips & Prompts to Extend Thinking:

- Explain relationships
- How are these connected?
- What fact family is this?

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Day 30: Adventure Math Challenge

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Paper

Time:

20–30 minutes

Activity:

Create a fun summer adventure story include 6 multiplication and division problems within your story. Solve problems when the story is finished.

Use these prompts:
My family went on a beach picnic adventure. We packed snacks and played games all day.
3 bags with 8 sandwiches
5 coolers with 4 drinks
18 apples for 3 friends.
4 sandcastles with 6 flags on each castle.
30 seashells and 5 jars.
6 picnic tables with 5 people

Show your work here!

Tips & Prompts to Extend Thinking:

- Be creative
- What strategy did you use?
- How did math help your adventure?

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Day 31: Array Art Studio

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

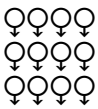
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Materials:
Paper, crayons

Time:
15–20 minutes

Activity:
Create 3 array pictures. Write a multiplication and division sentence for each picture.

Example:
4 x 3



Show your work here!

Tips & Prompts to Extend Thinking:

- Connect art to equations
- How many rows and columns?
- What equation matches?

Tulsa Math Adventure

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Day 32: Skip Counting Dance Party

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts up to 10.

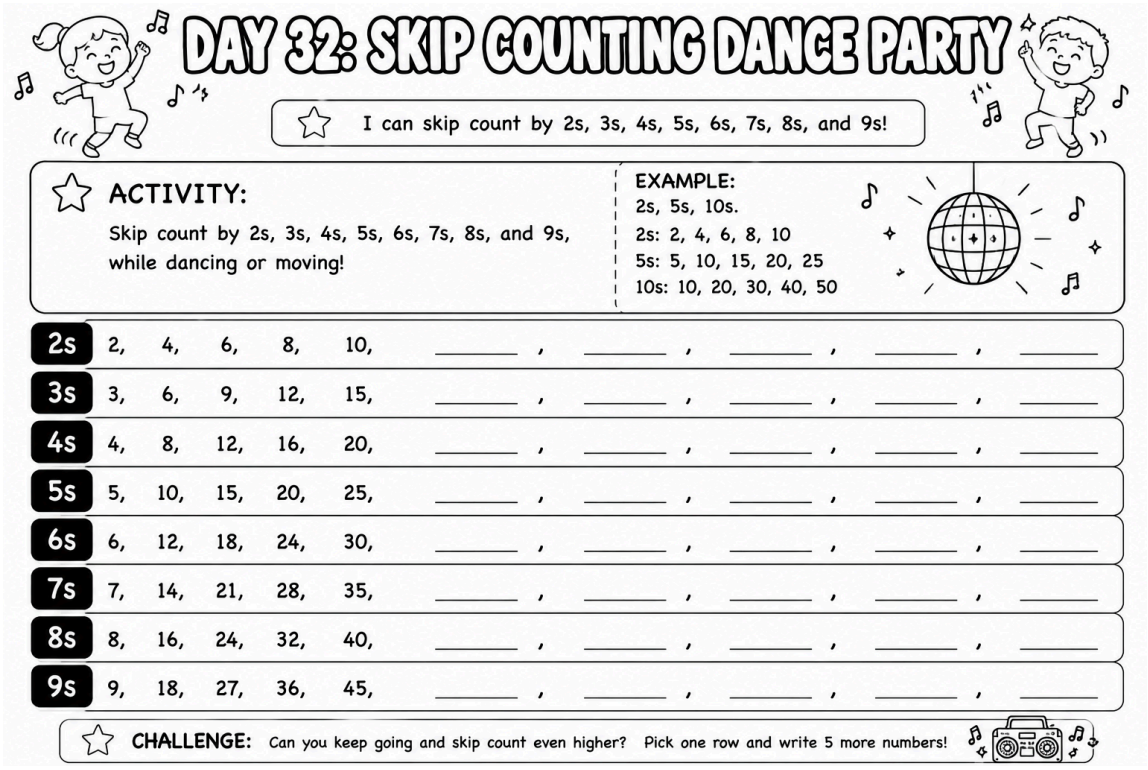
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Materials:
Music optional

Time:
10–15 minutes

Activity:
Skip count by 2s, 3s, 4s, 5s, 6s, 7s, 8s, and 9s, while dancing or moving.

Example:
2s, 5s, 10s.



Tips & Prompts to Extend Thinking:
- Add rhythm and movement
- What comes next?
- How is this multiplication?

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Day 33: Fact Family Treasure Map

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

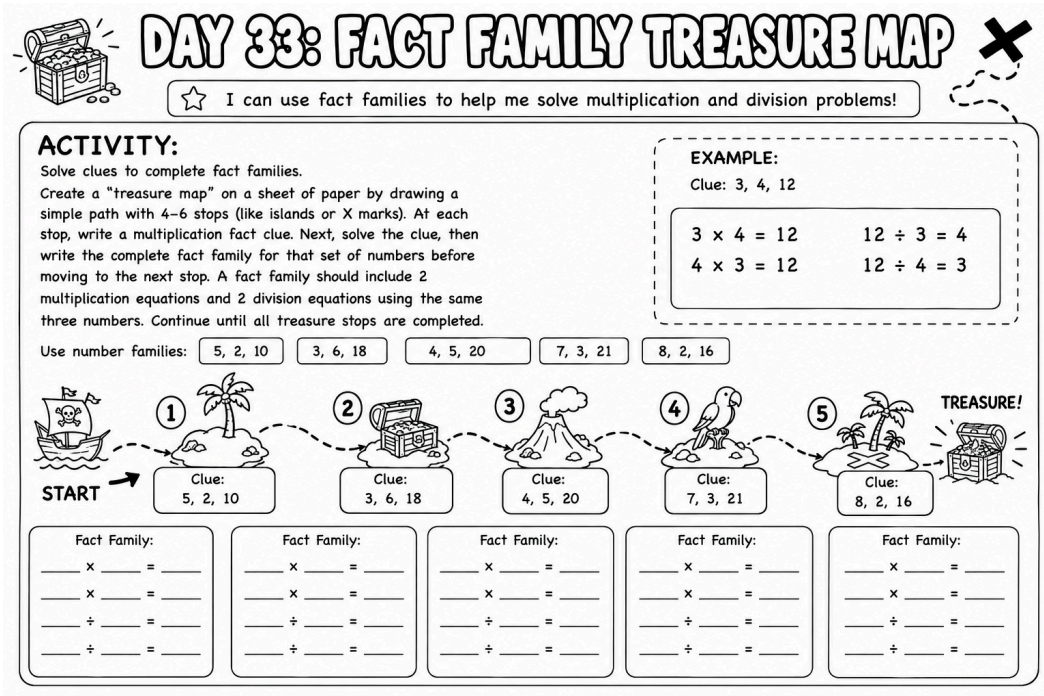
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Materials:
Paper

Time:
15 minutes

Activity:
Solve clues to complete fact families. Create a “treasure map” on a sheet of paper with 4–6 stops (like islands or X marks). At each stop, write a multiplication fact clu write the complete fact family for that set of numbers before moving to the next stop. A fact family should include 2 multiplication equations and 2 division equations using the same three numbers. Continue until all treasure stops are completed. Use number families: 5, 2, 10 3, 6, 18 4, 5, 20 7, 3, 21 8, 2, 16

Example:
Clue: **3, 4, 12**



Tips & Prompts to Extend Thinking:
- Encourage reasoning
- What facts belong together?
- How are they related?

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Day 34: Multiplication Scoot Game

Standards: 3.N.2.3 – Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers

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Materials:

Problem cards

Time:

15–20 minutes

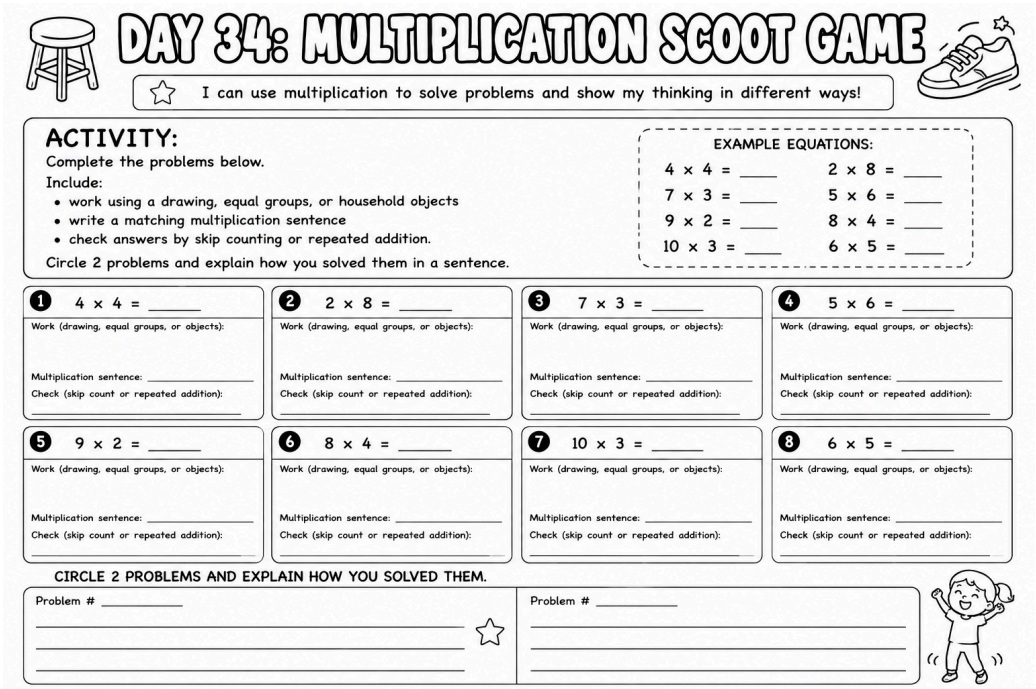
Activity:

Complete the problems below.
Include:

- work using a drawing, equal groups, or household objects
- write a matching multiplication sentence
- check answers by skip counting or repeated addition.
- circle 2 problems and explain how you solved them in a sentence.

Example Equations:

4 × 4 = ___ 2 × 8 = ___ 7 × 3 = ___ 5 × 6 = ___
9 × 2 = ___ 8 × 4 = ___ 10 × 3 = ___ 6 × 5 = ___



Tips & Prompts to Extend Thinking:

- Keep it fun
- How did you solve it?
- What strategy helped?

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Day 35: Cookie Division Shop

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Counters (like cereal, beans, coins, or buttons) Paper,Pencil

Time:

15 minutes

Activity:

Share cookies equally. Use counters to represent the total number of cookies. Using the equations below:

- Decide how many groups the cookies will be shared into.
- Share the counters equally into each group and count how many.
- Write a division sentence and answer.
- Check by using repeated subtraction or multiplication.

15 ÷ 5 = ___ 20 ÷ 4 = ___ 18 ÷ 3 = ___ 16 ÷ 2 = ___ 24 ÷ 6 = ___

Example:

12 ÷ 3

Start with 12 counters (cookies) and make 3 equal groups.Share one cookie at a time into each group until all are used, each group will get 4 cookies each. My equation: 12 ÷ 3 = 4 repeated subtraction: 12-3=9, 9-3=6, 6-3=3, 3-3=0. I subtracted 3 four times so my answer is correct.

Show your work here!

Tips & Prompts to Extend Thinking:

- Is it fair sharing?
- How many each?

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Day 36: Division Number Line Race

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding differences to the nearest ten thousand, thousand, hundred, and ten.

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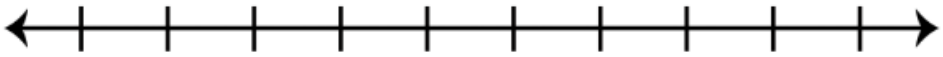
Materials:
Paper number line

Time:
10–15 minutes

Activity:
Use a number line to solve division by making equal jumps. Start at 0, jump by the divisor, and count jumps to find the answer.
Use equations 35÷5, 24÷6, 16÷4.

Example:
18 ÷ 3 = (0 → 3 → 6 → 9 → 12 → 15 → 18 = 6 jumps)
24 ÷ 6 = 4 jumps
16 ÷ 4 = 4 jumps

Show your work here!



Tips & Prompts to Extend Thinking:

- Focus on equal jumps
- How many jumps?
- What does each jump represent?

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Day 37: Multiplication Comic Strip

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving whole numbers.

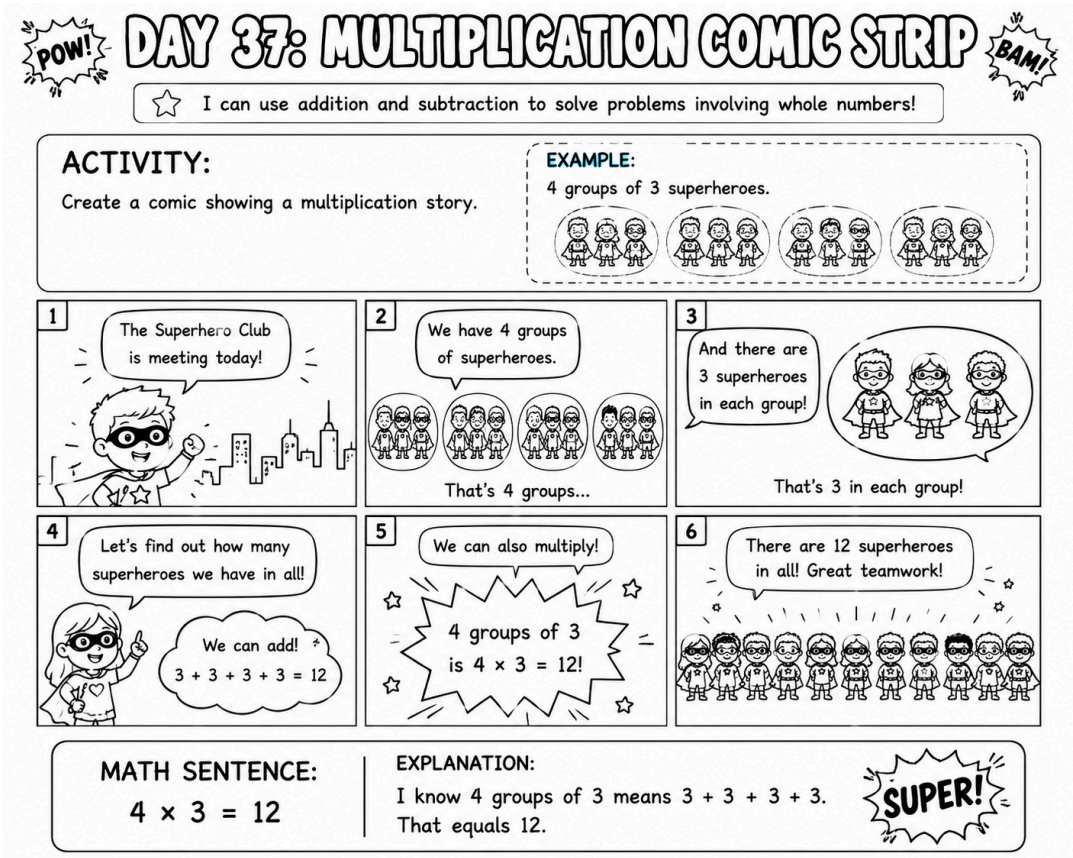
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Materials:
Paper, crayons

Time:
20 minutes

Activity:
Create a comic showing a multiplication story.

Example:
4 groups of 3 superheroes.



Tips & Prompts to Extend Thinking:
- What is the product?
- How did you show groups?

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Day 38: Playground Division Problems

Standards: 3.N.2.6 – Represent division facts and divisibility by modeling a variety of approaches

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Materials:

Paper

Time:

15–20 minutes

Activity:

Write and solve a playground story with division problems. Each problem represents sharing items or equipment equally among groups.
Show your work using drawings, equal groups, or equations. Use at least 4 of the examples below in your story.

Example:

20 kids ÷ 5 swings, 18 kids ÷ 3 slides, 24 kids ÷ 6 monkey bars, 16 kids ÷ 4 seesaws, 30 kids ÷ 5 swings
20 kids ÷ 4 hopscotch squares, 28 kids ÷ 7 benches

Show your work here!

Tips & Prompts to Extend Thinking:

- Draw models
- What is being shared?
- What equation matches?

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Day 39: Sort It Out!

Standards: 3.N.2.7 – Apply the relationship between multiplication and division to problems.

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Materials:
Cards

Time:
15 minutes

Activity:
Sort the problems below into two groups: Multiplication or Division.
Decide if the problem shows equal groups (multiplication) or sharing equally (division).Explain how you know. Then write and solve the equation.

Example:

- 4 groups of 3 cookies
- 12 cookies shared equally among 3 kids
- 5 bags with 6 apples each
- 20 candies divided among 5 friends
- 3 teams of 8 players
- 18 pencils shared equally into 6 cups

Show your work here!

Multiplication	Division

Tips & Prompts to Extend Thinking:
- Look for clue words
- How did you decide?
- What operation fits?

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Day 40: Summer Sports Math

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Paper

Time:

20–30 minutes

Activity:

Create a summer sports practice day and solve the multiplication and division problems that happen during the games. Draw or write each situation, solve the problem, and explain your answer. Show your work with a drawing, equation, or repeated addition.

Example:

- 3 teams × 5 players, 20 balls ÷ 4 groups
- 3 teams × 5 players = 15 players total
- 20 balls ÷ 4 groups = 5 balls per group
- 4 soccer teams × 6 players = 24 players
- 18 cones ÷ 3 teams = 6 cones per team
- 5 basketball teams × 4 players = 20 players
- 24 water bottles ÷ 6 groups = 4 bottles per group

Show your work here!

Tips & Prompts to Extend Thinking:

- What is happening in the sports story?
- Are the players/items being grouped or shared?
- How can you show your work another way?

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Day 41: LEGO Array Challenge

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:
LEGO or blocks

Time:
15–20 minutes

Activity:
Build LEGO arrays using: 3×3, 4×2, 6x6. Draw at least one below.

Example:
2×8



Show your work here!

Tips & Prompts to Extend Thinking:

- Keep rows equal
- How many rows?
- What equation matches?

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Day 42: Neighborhood Math Hunt

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up to 10.

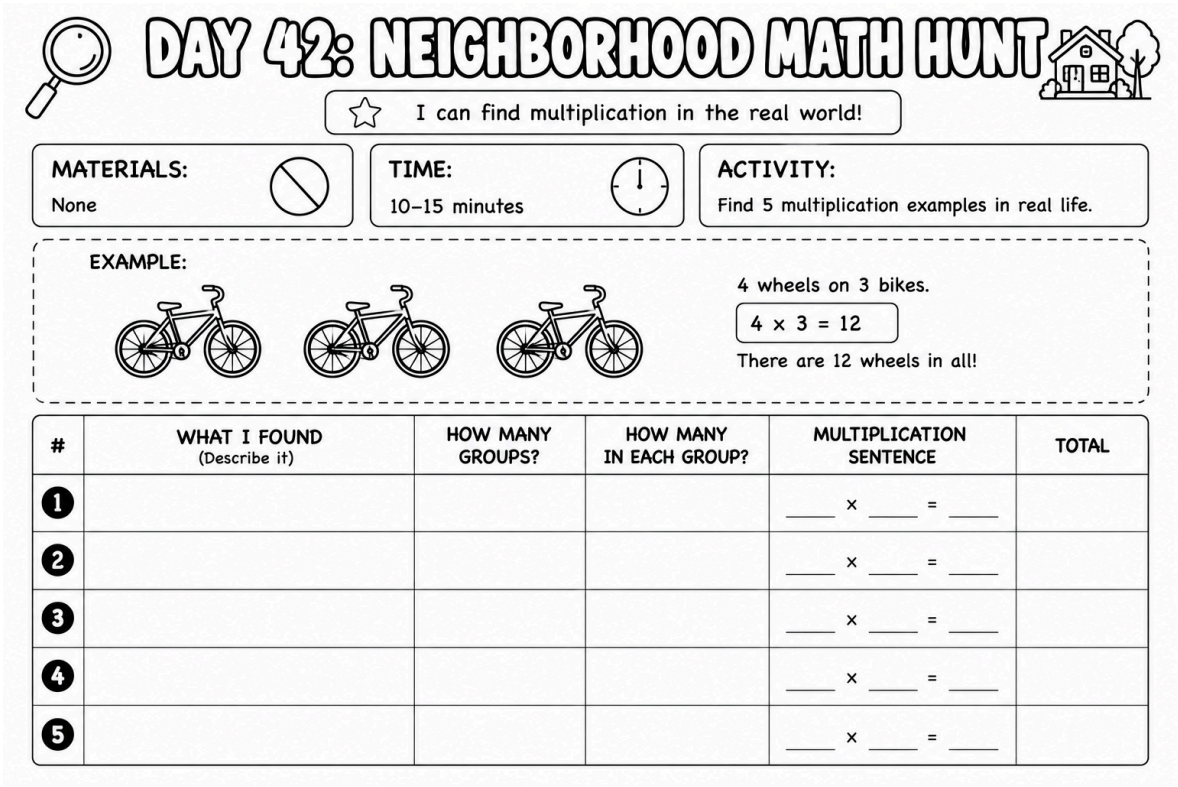
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Materials:
None

Time:
10–15 minutes

Activity:
Find 5 multiplication examples in real life.

Example:
4 wheels on 3 bikes.



#	WHAT I FOUND (Describe it)	HOW MANY GROUPS?	HOW MANY IN EACH GROUP?	MULTIPLICATION SENTENCE	TOTAL
1				____ × ____ = ____	
2				____ × ____ = ____	
3				____ × ____ = ____	
4				____ × ____ = ____	
5				____ × ____ = ____	

Tips & Prompts to Extend Thinking:
- Look everywhere for groups
- What did you find?
- How is it multiplication?

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Day 43: Fact Family Flip Game

Standards: 3.N.2.2 – Demonstrate fluency with multiplication facts using factors up

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Materials:
notecards

Time:
15 minutes

Activity:
Create 3 flip fact families. Create 3 fact family flip cards using multiplication and division facts. Students write three related numbers on one card, then flip the card over and write the 4 related equations on the back.
Number sets: 2, 6, 12 4, 4, 16 3, 7, 21

Example:
Front of card:
3, 5, 15

Back of card:
3 × 5 = 15
5 × 3 = 15
15 ÷ 3 = 5
15 ÷ 5 = 3

Show your work here!

Tips & Prompts to Extend Thinking:

- Say all 4 facts aloud
- What multiplication facts?
- What division facts?

Tulsa Math Adventure

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Day 44: Board Game Builder

Standard: 3.N.2.3–Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers (answer not to exceed 100,000)

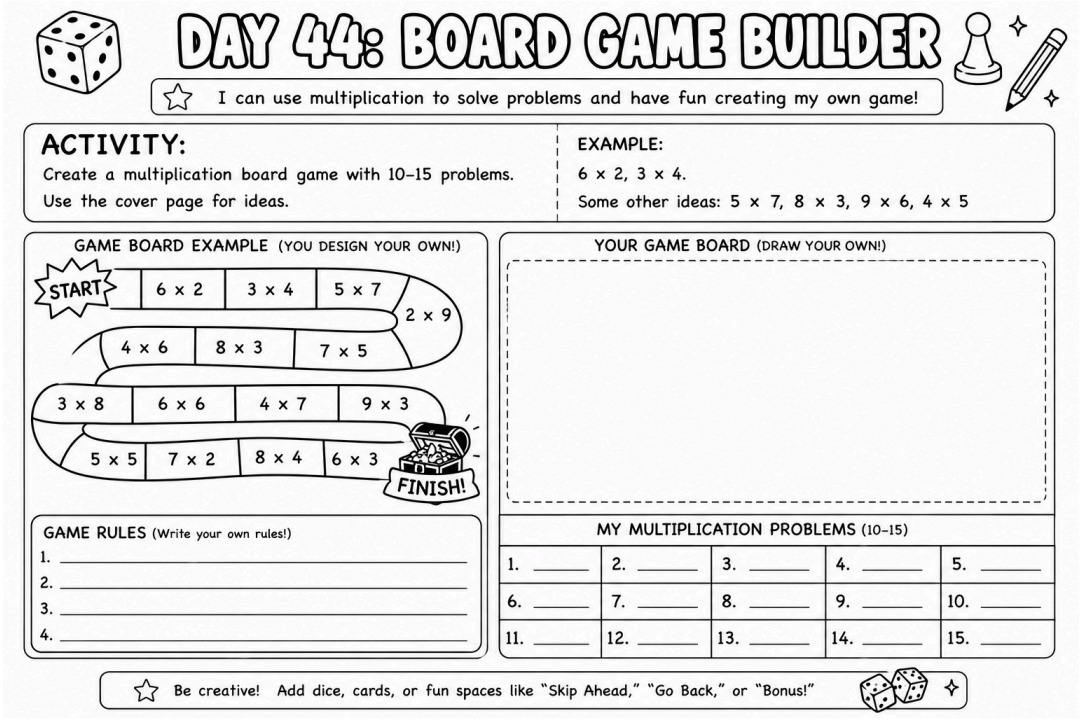
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Materials:
Paper, dice

Time:
20–25 minutes

Activity:
Create a multiplication board game with 10–15 problems. Use the cover page for ideas.

Example:
6×2, 3×4.



Tips & Prompts to Extend Thinking:
- Play together
- How do players move?
- What facts are hardest?

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Day 45: Pizza Division Party

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Paper circles

Time:

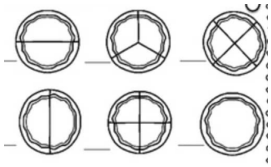
15 minutes

Activity:

Share pizza slices equally. Draw paper circles as pizzas to model division by sharing slices equally among groups. Draw or cut the pizza into slices, choose a division problem and write it next to the pizza.
Draw the total number of slices inside the circle. Share the slices equally among the given number of people by circling groups or drawing plates. Count how many slices each person gets and write the division equation.
Use the equations: 20 ÷ 5, 16 ÷ 4, 18 ÷ 3, 24 ÷ 6

Example:

12 ÷ 3
Draw 12 pizza slices and share them among 3 people.
Each person gets 4 slices.



Show your work here!

Tips & Prompts to Extend Thinking:

- Use real-life sharing
- How many per person?
- Is it equal?

Tulsa Math Adventure

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Day 46: Division Relay Stations

Standards: 3.N.2.4 – Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

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Materials:

Cards

Time:

15–20 minutes

Activity:

Write division problems on cards and place them in a stack. Students draw one card at a time, solve the problem, and record the answer in the box below. Show work using drawings, equal groups, or an equation.

18 ÷ 3 = ___ 24 ÷ 6 = ___ 16 ÷ 4 = ___ 20 ÷ 5 = ___ 12 ÷ 2 = ___ 30 ÷ 6 = ___

Challenge: What multiplication fact can help you solve this?

Example:

None

Show your work here!

Tips & Prompts to Extend Thinking:

- Use movement
- How did you solve it?
- What strategy helped?

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Day 47: Restaurant Math Role Play

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving Wh

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Materials:

Paper

Time:

20 minutes

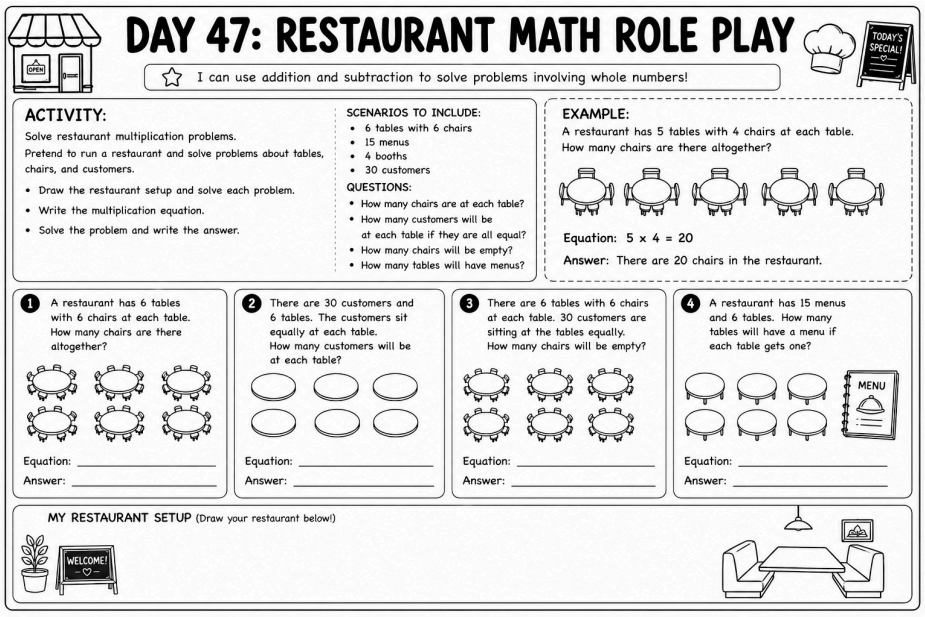
Activity:

Solve restaurant multiplication problems. Pretend to run a restaurant and solve multiplication problems about tables, chairs, and customers.
Draw the restaurant setup and solve each problem. Write the multiplication equation. Solve the problem and write the answer. Include these scenarios: 6 tables with 6 chairs, 15 menus, 4 booths, and 30 customers. How many chairs are at each table? How many customers will be at each table if they are all equal? How many chairs will be empty? How many tables will have menus?

Example:

A restaurant has **5 tables** with **4 chairs at each table**.
How many chairs are there altogether?
Equation: 5 × 4 = 20

- Answer: There are 20 chairs in the restaurant.



Tips & Prompts to Extend Thinking:

- Act it out
- What does your answer mean?
- How many groups?

Tulsa Math Adventure

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Day 48: Treasure Box Division

Standards: 3.N.2.6 – Represent division facts and divisibility by modeling a variety approaches

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Materials:

Objects

Time:

15–20 minutes

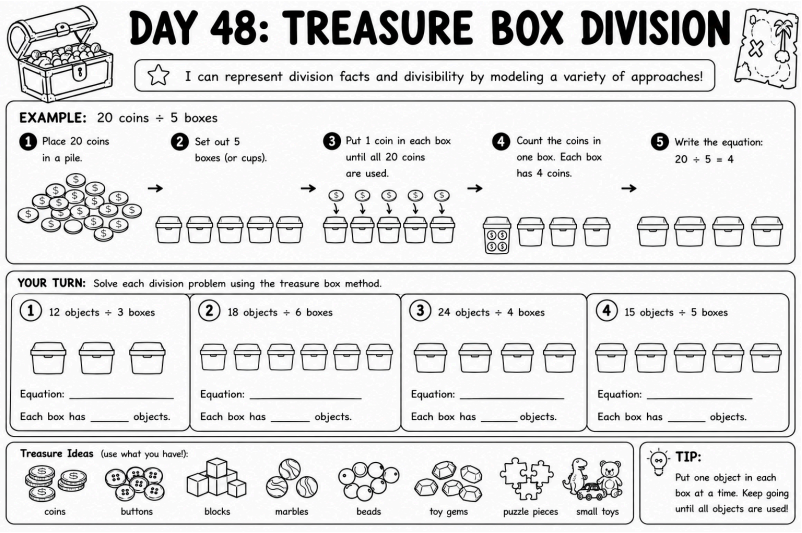
Activity:

Divide treasure equally into boxes. Gather small objects such as coins, buttons, blocks, or toy treasures. Set out several boxes, cups, or bowls to act as treasure chests. Using the division problems below and share the objects equally among the boxes. After placing one object at a time into each box, count how many objects are in each box to find the answer. Repeat with different numbers of objects and boxes. 12 objects ÷ 3 boxes, 18 objects ÷ 6 boxes, 24 objects ÷ 4 boxes, 15 objects ÷ 5 boxes

Example:

20 coins ÷ 5 boxes

- Place 20 coins in a pile.
- Set out 5 boxes (or cups).
- Put 1 coin in each box until all 20 coins are used.
- Count the coins in one box. Each box has 4 coins.
- Write the equation: 20 ÷ 5 = 4



Tips & Prompts to Extend Thinking:

- Move objects physically
- Are groups equal?
- How do you know?

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Day 49: Memory Match Facts

Standards: 3.N.2.7 – Apply the relationship between multiplication and division to problems.

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Materials:
Cards

Time:
15 minutes

Activity:
Match multiplication and division facts. Use cards from Day 29 and match the multiplication problem with the division problem. Solve and write the answers below.

Example:
4×3 and 12÷4.

Show your work here!

Tips & Prompts to Extend Thinking:

- Explain each match
- How are they connected?
- What fact family?

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Day 50: Backyard Math Olympics

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Outdoor space

Time:

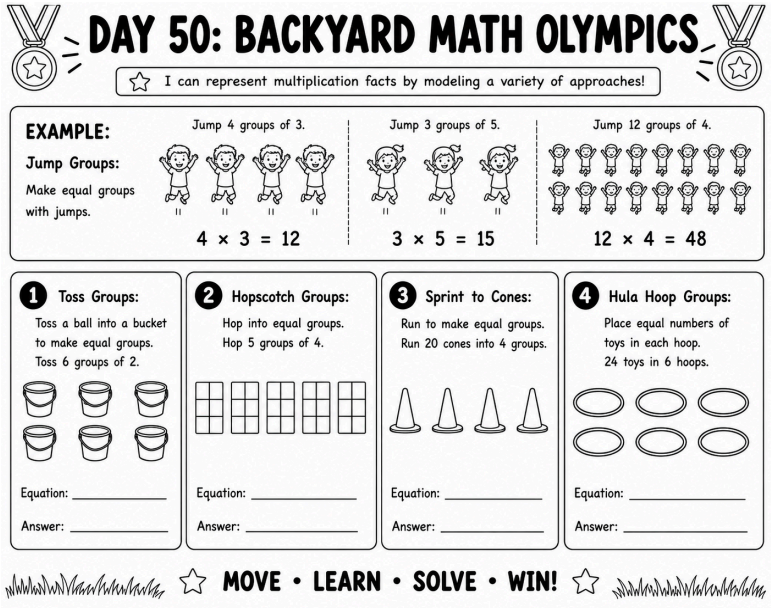
20–30 minutes

Activity:

Complete outdoor multiplication and division challenges. For each challenge, solve a multiplication or division problem by completing an action such as jumping, tossing, or running. Start with the example below. Make up a challenge of your own.

Example:

Jump Groups:
Make equal groups with jumps.
Jump 4 groups of 3."
says: 4 × 3 = 12. Repeat with 3 groups of 5 and 12 groups of 4



Tips & Prompts to Extend Thinking:

- Add movement and competition
- What strategy helped?
- How did math help you move?

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Day 51: Mystery Picture Math

Standards: 3.N.2.3 – Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers .

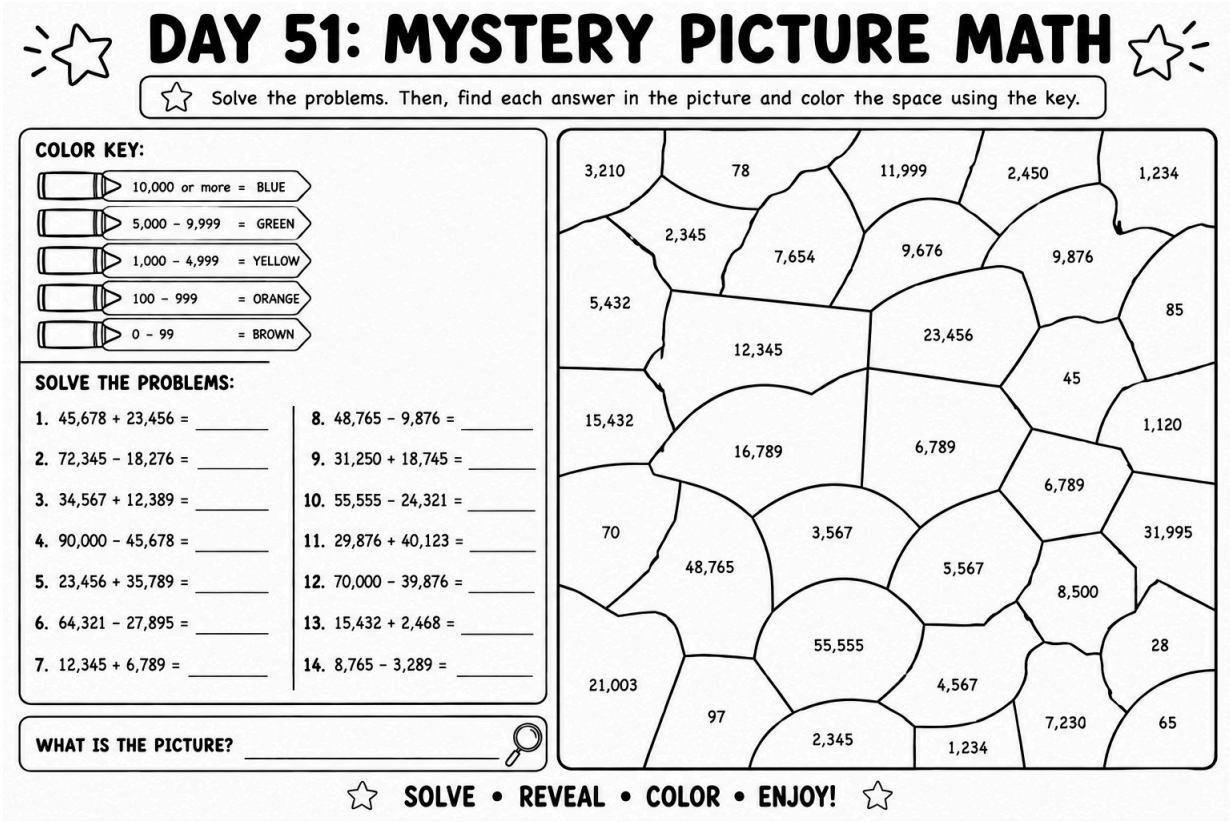
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Materials:
Coloring sheet

Time:
15–20 minutes

Activity:
Solve facts to reveal a picture.

Example:
6×2, 3×5, 4×4.



Tips & Prompts to Extend Thinking:

- Check answers carefully
- What strategy did you use?
- How did you check your work?

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Day 52: Campout Division Groups

Standards: 3.N.2.6 – Represent division facts and divisibility by modeling a variety approaches

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Materials:

Paper

Time:

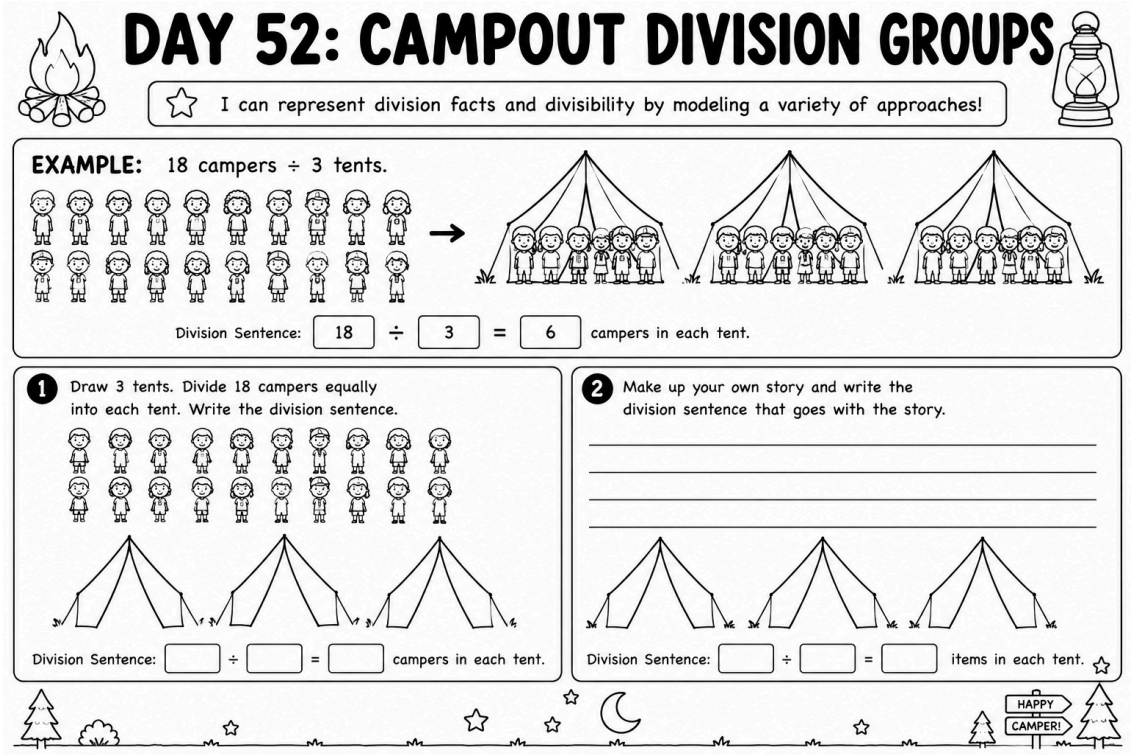
15–20 minutes

Activity:

Organize campers into equal groups. Draw 3 tents. Divide 18 campers equally into each tent. Write the division sentence. Make up your own story and write the division sentence that goes with the story.

Example:

18 campers ÷ 3 tents.



Tips & Prompts to Extend Thinking:

- Draw groups
- How many per group?
- What does division mean here?

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Day 53: Dice Story Builder

Standards: 3.N.2.5 – Use addition and subtraction to solve problems involving Wh

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Materials:
Dice or use any cube and put numbers 1-6 on each side

Time:
15 minutes

Activity:
Roll dice to create multiplication stories with the numbers you roll.

Example:
3×4 cookies. I have 3 sugar cookies and 4 chocolate chip cookies. How many do I have altogether? I shared them with 3 friends. Will we all get equal shares?

Show your work here!

Tips & Prompts to Extend Thinking:

- Encourage creativity
- What is your story?
- What does the product represent?

Tulsa Math Adventure

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Day 54: Fact Family City

Standards: 3.N.2.7 – Apply the relationship between multiplication and division to problems. – Apply the relationship between multiplication and division to represent and solve problems. – Apply the relationship between multiplication and division to represent and solve problems.

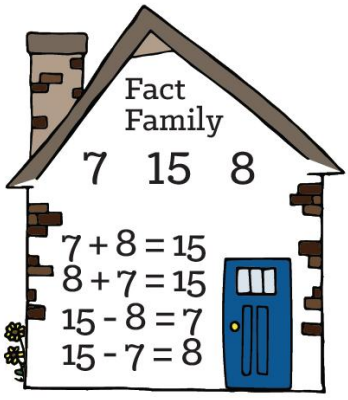
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Materials:
Paper

Time:
20–25 minutes

Activity:
Build a city of fact family buildings.

Example:
7, 8, 15 family building.



Show your work here!

Tips & Prompts to Extend Thinking:

- Organize neatly
- What equations belong?
- How are they connected?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 55: Summer Math Champion Challenge

Standards: 3.N.2.1 – Represent multiplication facts by modeling a variety of approaches

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Materials:

Paper, pencil

Time:

20–30 minutes

Activity:

Complete a mixed review of multiplication, division, arrays, and fact families.
Solve the facts:
6 × 3 = ___ 4 × 5 = ___ 18 ÷ 3 = ___ 20 ÷ 4 = ___

Draw an array to match each fact:
3 × 4 (draw 3 rows of 4) 2 × 6 (draw 2 rows of 6)

Write the full fact family for each set:
3, 5, 15 4, 4, 16

Solve: There are 6 bags with 3 marbles in each bag. How many marbles are there altogether?"

Show your work here!

Tips & Prompts to Extend Thinking:

- Celebrate growth and effort
- What are you proud of?
- What strategy helped you most?

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