

Unit Plan by Prioritized Standards

Content Area	Math
Grade/Course	3rd
Unit of Study	Module 1 and Module 3
Duration of Unit	16 days - Units 2 and 3

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

MGSE3.OA.7 **Fluently** multiply and divide within 100, using strategies such as the relationship between multiplication and division

MGSE3.OA.8 **Solve** two-step word problems using the four operations. **Represent** these problems using equations with a letter standing for the unknown quantity. **Assess** the reasonableness of answers using mental computation and estimation strategies including rounding.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ol style="list-style-type: none"> 1. Understanding repeated addition and skip counting 2. Interpret products of whole numbers 3. Understand multiplication and division as an unknown factor 4. Solve 1 and 2 step word problems 5. Apply properties of operations as strategies to multiply and divide 6. Fluently multiply and divide within 100 	<ol style="list-style-type: none"> 1. Understand that multiplication is the same as repeated addition 2. Understand that an array can be used to represent to solve multiplication and repeated addition 3. Understand the meaning of factors 4. Understand the meaning of the unknown as the size of the group in division and multiplication 5. Understand the distributive and commutative properties 6. Model division and multiplication using arrays and tape diagrams 7. Determine the number of groups and size of the groups when doing multiplication and division word problems 	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<ol style="list-style-type: none"> 1. Multiplication is repeated addition. 2. Division is repeated subtraction. 3. Commutative & Distributive Properties 4. Reasonableness of Estimation 5. Relationship between multiplication and division 	<ol style="list-style-type: none"> 1. How is multiplication related to addition? 2. How can we connect multiplication facts with their array models? 3. In what ways does dividing remind you of our work with multiplication? 4. How do arrays represent both multiplication and division? 5. How is the commutative property of multiplication evident in an array model? 6. How does understanding the distributive property help us multiply large numbers? 7. How do estimation, multiplication, and division help us solve problems in everyday life?
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Essential Unit Vocabulary

Multiplication, factors, product, divisor, quotient, division, arrays, equal groups, commutative property, distributive property, associative property of multiplication, column, rows, equation, Facts, parentheses,, size of groups, number of groups, unit, unknown, repeated addition.

Next step, create assessments and engaging learning experiences