



## Marietta City Schools District Topic Planner

*Third Grade*

<b>Topic Title</b>	<i>Topic 1: Understand Multiplication and the Division of Whole Numbers</i>	<b>Unit duration</b>	<i>9 days</i>
--------------------	---	----------------------	---------------

### **Big Idea: Operations and Algebra - Multiplication and Division Relationships**

#### [Georgia Standards of Excellence](#)

■ **3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

■ **3.OA.2** Interpret whole number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

■ **3.OA.3** Students 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.

■ Major work of the grade    □ Supporting standard    ● Additional standard

#### **Informational Links**

[GSE Unit 2 Frameworks: The Relationship Between Multiplication and Division](#)

[MCS Math Instructional Framework](#)

[MCS Math Instructional Framework with Resource Guidance](#)

### **About the Math**

**Topic 1: Learning Resources**

**3.OA.1, 3.OA.2, 3.OA.3**

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 1-1	Relate Multiplication and Addition Savvas pp. 5-8	Students use repeated addition to show the relationship between multiplication and addition.	3.OA.1
Supplemental 1-1	<a href="#">Towers</a> Math Task	Students use snap cubes to build a set of equal towers. Using repeated addition, students find the total and begin to make connections from repeated addition to multiplication.	3.OA.1
Savvas 1-2	Multiplication on a Number Line Savvas pp. 9-12	Students use number lines to join equal groups.	3.OA.1
Supplemental 1-2	Introducing a Number Line Model for Multiplication MIP Module 1 pp. 21-23	Students have used number lines to model the addition process and now transition to showing repeated addition, or multiplication, on number lines.	3.OA.1
Savvas 1-3	Arrays and Properties Savvas pp. 13-16	Students use arrays and properties to understand multiplication.	3.OA.1
Supplemental 1-3	Introducing an Array Model for Multiplication MIP Module 1 pp. 18-20	Students use counters to represent multiplication situations by building arrays.	3.OA.1
Savvas 1-4	Division: How Many in Each Group Savvas pp. 17-20	Students use sharing to separate equal groups and to think about division.	3.OA.2
Savvas 1-5	Division: How Many Equal Groups Savvas pp. 21-24	Students use repeated subtraction to show the relationship between division and subtraction.	3.OA.2
Supplemental 1-5	<a href="#">Markers in Boxes</a> Math Task	Students use strategies to solve division problems.	3.OA.2

<b>Additional Resources</b>		
<b>3.OA.1, 3.OA.2, 3.OA.3</b>		
<b>Standards Addressed</b>	<b>Lesson</b>	<b>Lesson Description</b>
3.OA.1	<a href="#">Arrays in Real Life</a> Math Task	Students explore arrays in real life.
3.OA.2	<a href="#">It's in the Bag</a> Math Task	Students work in a group to determine whether or not a collection of Base Ten Blocks can be shared equally among them with no remainders.

<b>Assessment Resources</b>			
<b>3.OA.1, 3.OA.2, 3.OA.3</b>			
<b>Type</b>	<b>Location</b>	<b>Assessment Description</b>	<b>Standards Addressed</b>
Formative	MCS Mini	Students solve multiple choice multiplication word problems.	3.OA.1 3.OA.3
Formative	MCS Mini	Students solve multiple choice division word problems.	3.OA.2 3.OA.3
Formative	MIP Module 1 p. 30	Students solve word problems involving dividing into equal groups.	3.OA.2 3.OA.3
Summative	Savvas Topic Assessment TE pp. 33-34	Students will demonstrate how equal groups connect multiplication and division. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	3.OA.1 3.OA.2 3.OA.3
Summative	Savvas Topic Performance Task TE pp. 35-36	Students will use a real-life scenario involving a sticker collection to multiply and divide into equal groups.	3.OA.1 3.OA.2 3.OA.3