Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3rd Grade Unit 1

Write the missing number for each equation. Use the work space as needed.

14 = 2 x \_\_\_\_\_ \_\_\_\_\_\_ x 5 = 25

Work space:

Work space:

60 ÷ \_\_\_\_\_ = 6 \_\_\_\_\_ = 8 x 5

Work space:

Work space:

2 = 18 ÷ \_\_\_\_\_ \_\_\_\_ = 16 ÷ 4

Work space:

Work space:

3.OA.4 3.OA.7

Essential Question: What are multiplication and division?

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| Teacher Notes:Determine the unknown whole number in a multiplication or division equation relating three whole numbers. Fluently multiply and divide with 100…* Students exceed expectations if they show evidence of using recall, derived fact, or the relationship between multiplication and division to solve the problems.
* Students who meet the expectation will be able to solve **most** of the problems using direct modeling or a counting strategy, including repeated addition or repeated subtraction. Their work may contain a minor error.
* Students are progressing if they are successful with solving **some** of the problems using direct modeling or a counting strategy, including repeated addition or repeated subtraction. Their work may contain a minor error.
* Students are not meeting the standard if they have no understanding of the concept of multiplication and division and have no valid strategy for solving the problems.
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| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | **Got It:** Student essentially understands the target concept. |
| **1 Does not meet expectation related to the standard**The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **2 Progressing toward meeting expectations related to the standard**Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **3 Meets expectation related to the standard**Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **4 Exceeds expectations related to the standard** Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

3.OA.4 3.OA.7

Essential Question: What are multiplication and division?

Adapted From: Howard County Public School System