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

3rd Grade Unit 1

Isaac baked a pan of brownies for the school carnival. He cut his pan of brownies into \_\_\_ rows with \_\_\_\_ brownies in each row. How many brownies did he have to sell at the carnival?

(4, 3) (4, 4) (8, 4) (4, 40)

3. NBT.3, 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.7, 3.OA.8

Essential Question: What are multiplication and division?

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

3rd Grade Unit 1

Isaac walks \_\_\_\_\_ miles an hour. How many hours will it take for him to walk \_\_\_\_\_\_ miles?

(5, 15) (5, 30) (10, 270)

3.OA.2 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7

Essential Question: What are multiplication and division?

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

3rd Grade Unit 1

Isaac has \_\_\_\_\_\_ tomato plants. There is the same number of tomatoes on each

plant. All together there are \_\_\_\_\_ tomatoes. How many tomatoes are there on each plant?

(4, 12) (4, 24) (8, 24)

3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7

Essential Question: What are multiplication and division?

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| Teacher notes:  The above three problems are **NOT** meant to be given all in one day.  Problem 1: Multiplication array problem. Included is 4 x 40 to also assess 3.NBT.3.  Problem 2: Measurement division problem using measurement quantities. Included is a set of number choices for base-ten understanding which is a Big Idea for 3rd grade (10, 270)  Problem 3: Partitive division problem with equal groups.   * Students exceeding expectations would be showing evidence of relational thinking. For example: Students show evidence of using 4 x 4 to help them solve 8 x 4. * Students meeting the expectations may use direct modeling and/or repeated addition to solve the problem. Work may contain a minor calculation error. * Students not meeting expectation would not have a valid strategy and show no understanding of the concept. |
| |  |  |  |  | | --- | --- | --- | --- | | **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 |