

NOT SO WIMPY

UNIT 4:

MULTIPLICATION

3RD GRADE
MATH

20 DAYS OF LESSON PLANS,
POWERPOINTS, PROBLEM
SETS, EXIT TICKETS,
ASSESSMENTS, GAMES, TASK
CARDS & MORE!



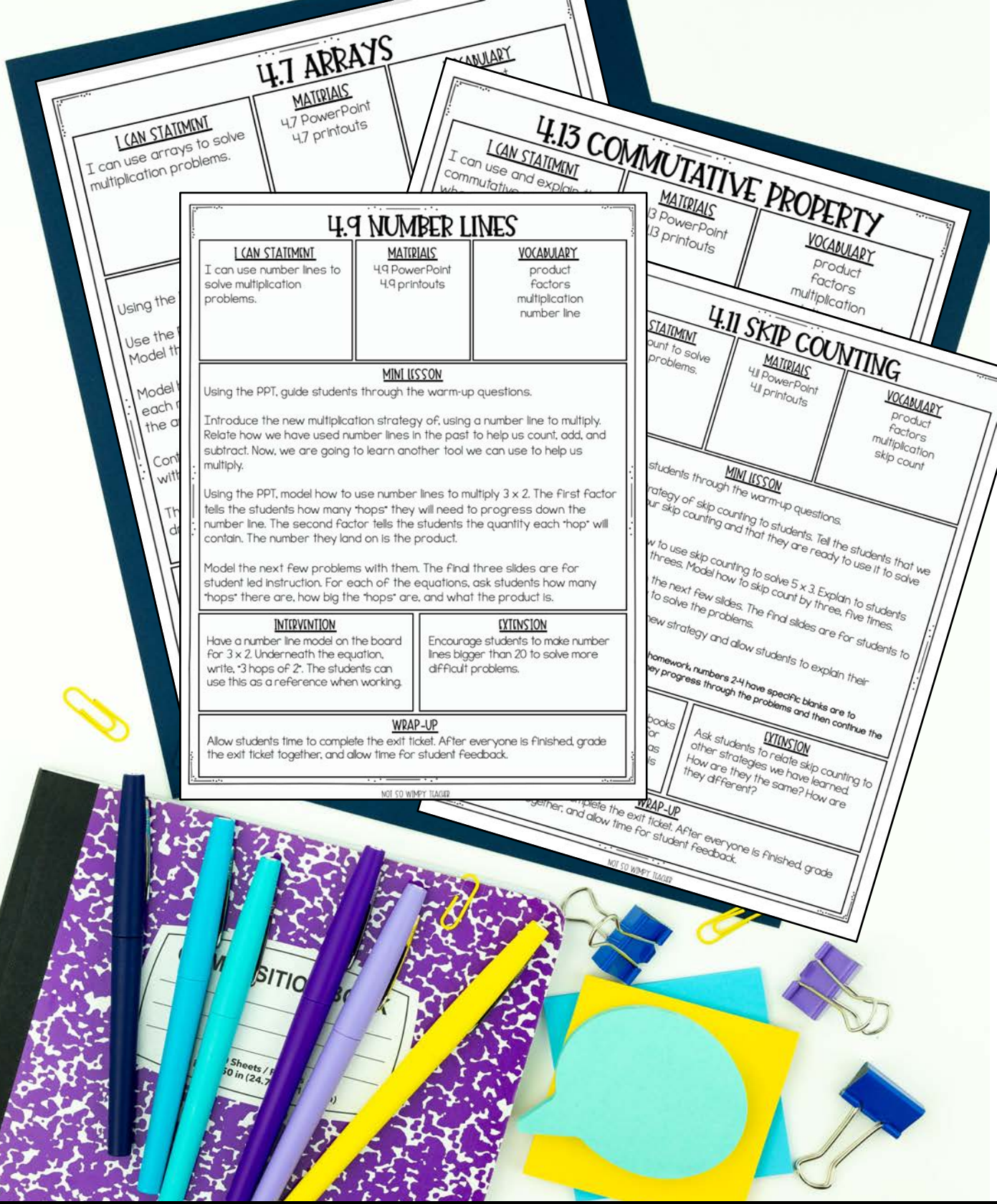


UNIT 4: MULTIPLICATION *at a glance*

Day 1 Pre-assessment & Repeated Addition	Day 2 Repeated Addition	Day 3 Equal Groups	Day 4 Equal Groups	Day 5 Repeated Addition & Equal Groups
Day 6 Zero and Identity Properties	Day 7 Arrays	Day 8 Arrays	Day 9 Number Lines	Day 10 Number Lines
Day 11 Skip Counting	Day 12 Patterns	Day 13 Commutative Property	Day 14 Associative Property	Day 15 Associative Property
Day 16 Multiples of Ten	Day 17 Word Problems	Day 18 Word Problems	Day 19 Review	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.3, 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9

Includes a pacing guide to see all
four weeks at a glance



4.7 ARRAYS

I CAN STATEMENT

I can use arrays to solve multiplication problems.

MATERIALS

4.7 PowerPoint
4.7 printouts

VOCABULARY

4.13 COMMUTATIVE PROPERTY

MATERIALS

4.13 PowerPoint
4.13 printouts

VOCABULARY

product
factors
multiplication

4.9 NUMBER LINES

I CAN STATEMENT

I can use number lines to solve multiplication problems.

MATERIALS

4.9 PowerPoint
4.9 printouts

VOCABULARY

product
factors
multiplication
number line

MINI LESSON

Using the PPT, guide students through the warm-up questions.

Introduce the new multiplication strategy of, using a number line to multiply. Relate how we have used number lines in the past to help us count, add, and subtract. Now, we are going to learn another tool we can use to help us multiply.

Using the PPT, model how to use number lines to multiply 3×2 . The first factor tells the students how many "hops" they will need to progress down the number line. The second factor tells the students the quantity each "hop" will contain. The number they land on is the product.

Model the next few problems with them. The final three slides are for student led instruction. For each of the equations, ask students how many "hops" there are, how big the "hops" are, and what the product is.

INTERVENTION

Have a number line model on the board for 3×2 . Underneath the equation, write, "3 hops of 2". The students can use this as a reference when working.

EXTENSION

Encourage students to make number lines bigger than 20 to solve more difficult problems.

WRAP-UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

4.11 SKIP COUNTING

I CAN STATEMENT

I can use skip counting to solve multiplication problems.

MATERIALS

4.11 PowerPoint
4.11 printouts

VOCABULARY

product
factors
multiplication
skip count

MINI LESSON

Review the warm-up questions. Introduce the strategy of skip counting to students. Tell the students that we are going to use skip counting and that they are ready to use it to solve multiplication problems.

Model how to use skip counting to solve 5×3 . Explain to students that we are going to skip count by three, five times.

Model the next few slides. The final slides are for students to use the new strategy and allow students to explain their work.

Assign homework numbers 2-4. Homework numbers 2-4 have specific blanks are to be completed as they progress through the problems and then continue the work.

EXTENSION

Ask students to relate skip counting to other strategies we have learned. How are they the same? How are they different?

WRAP-UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

INCLUDES 20 DAYS OF WHOLE GROUP LESSON PLANS!

4.11 MEET THE TEACHER
 MATERIALS FOR TEACHER: whiteboard, marker, eraser
 MATERIALS FOR STUDENTS: whiteboards, markers, erasers

TEACHING	If students are not fluent in their skip counting, 5-10 minutes practice skip counting. If students struggle, model how to count up to find the next. Next, model how to solve 6×3 with skip counting. Finished, have students repeat your skip counting. Repeat with 7×5 and 9×2 .
ON TRACK	Model how to solve 6×3 with skip counting. Finished, have students repeat your skip counting. Ask students to solve 4×7 on their whiteboards and then turn over their boards to check. Repeat with 7×5 , 8×4 , and 9×2 .
MASTERS	Ask students to solve 4×7 on their whiteboards and turn their boards over to check. Partner students to solve 8×2 . They should disagree.
NOTES:	

4.16 MEET THE TEACHER
 MATERIALS FOR TEACHER: whiteboard, marker, eraser
 MATERIALS FOR STUDENTS: whiteboards, markers, erasers

APPROACHING	Start by asking students to list the multiples of ten to review. Model how to solve 5×30 using models. Ask students how many groups of ____ tens there are. Model how to multiply to find 5 tens. Ask students what 5 tens is equal to. If they are unsure, skip count by ten 5 times to solve. Repeat with 4×60 , 5×90 , and 8×20 .
ON TRACK	Start by asking students to list the multiples of ten to review. Ask students to draw models to solve 5×30 . Ask students how many groups of ____ tens there are. Ask them how to find how many tens there are in all. Ask students what 5 tens is equal to. Repeat with 4×60 and 5×90 . If students are successful, ask them to solve 8×20 without a model. Repeat with 4×60 and 9×20 .
MASTERS	Ask students to solve 5×30 using models. If students are successful, ask them if they can think of a quicker way to solve 5×30 . If they can, have them explain how they can solve without models. Have the students solve 8×20 , 4×60 , and 9×20 without using models.
NOTES:	



INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Name: _____

Unit 4 Lesson 7 Problem Set

Directions: Finish the skip counting sequence by filling in the blanks.

1. 9, 18, 27, _____, _____, _____

2. 4, 8, 12, _____, _____, _____

3. 6, 12, 18, _____, _____, _____

Name: _____

Unit 4 Lesson 2 Homework

Directions: Finish the skip counting sequence by filling in the blanks.

1. 21, 28, 35, _____, _____, _____

Name: _____

Unit 4 Lesson 10 Problem Set

Directions: Finish the skip counting sequence by filling in the blanks.


1. 8, 12, 16, _____, _____, _____

2. 25, 30, 35, _____, _____, _____

3. 12, 16, 20, _____, _____, _____


Directions: Use the number line to solve the multiplication equation.

4. $8 \times 2 =$ _____



Directions: Write the equation that the number line represents.

5. _____



6. _____

Name: _____

Unit 4 Lesson 9 Exit Ticket

Directions: Use the number line to solve the multiplication equation.

Name: _____

Unit 4 Lesson 3 Problem Set


Directions: Finish the skip counting sequence by filling in the blanks.

1. 7, 14, 21, _____, _____, _____

Name: _____

Unit 4 Lesson 6 Exit Ticket


Directions: Write the multiplication equation that represents the equal groups.

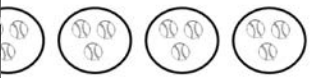
1.  _____

Name: _____

Unit 4 Lesson 3 Problem Set

Directions: Write the multiplication equation that is represented by the equal groups.

 _____


 _____

_____ to represent 5×6 in the space below.

Name: _____

Unit 4 Lesson 6 Exit Ticket


Directions: Write the multiplication equation that represents the equal groups.

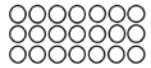
1.  _____

Name: _____

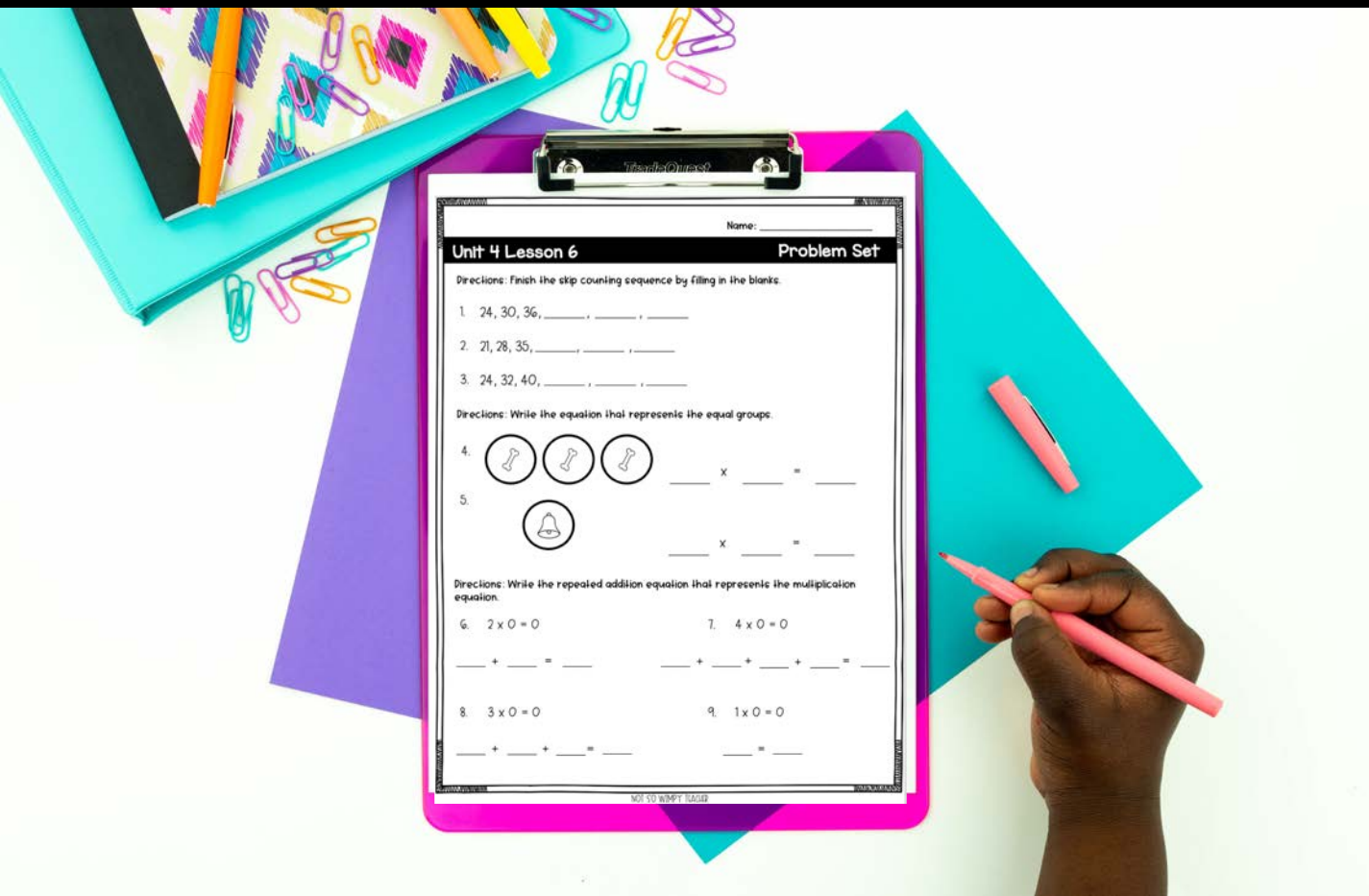
Unit 4 Lesson 7 Exit Ticket

Directions: Write the multiplication equation that represents the array.

1.  _____

2.  _____

INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY



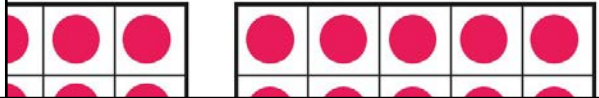
4.4 Equal Groups

I can use equal groups to solve multiplication problems.

Fact Fluency

Subtraction within 20

$$20 - 15 =$$



Equal Groups

$$2 \times 8 =$$

2 groups of 8



Equal Groups

Vocabulary Review:

$$3 \times 5 = 15$$



Equal Groups

Draw a model for

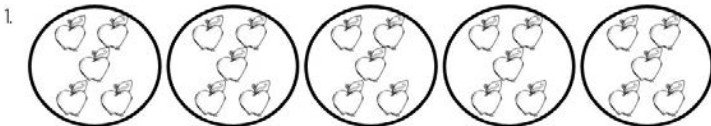
$$4 \times 9 =$$

Centers

	MON.	TUES.	WED.	THURS.
GROUP 1	Meet the Teacher	Independent	Meet the Teacher	Independent
	Technology Independent	Math Facts	Technology	Math Facts
	Math Facts	Technology	Math Facts	Technology
	Technology	Math Facts	Technology	Math Facts
	Meet the Teacher	Independent	Meet the Teacher	Independent
	Math Facts	Technology	Math Facts	Technology
	Independent	Meet the Teacher	Independent	Meet the Teacher

Exit Ticket

Directions: Write the multiplication sentence represented by the equal groups.

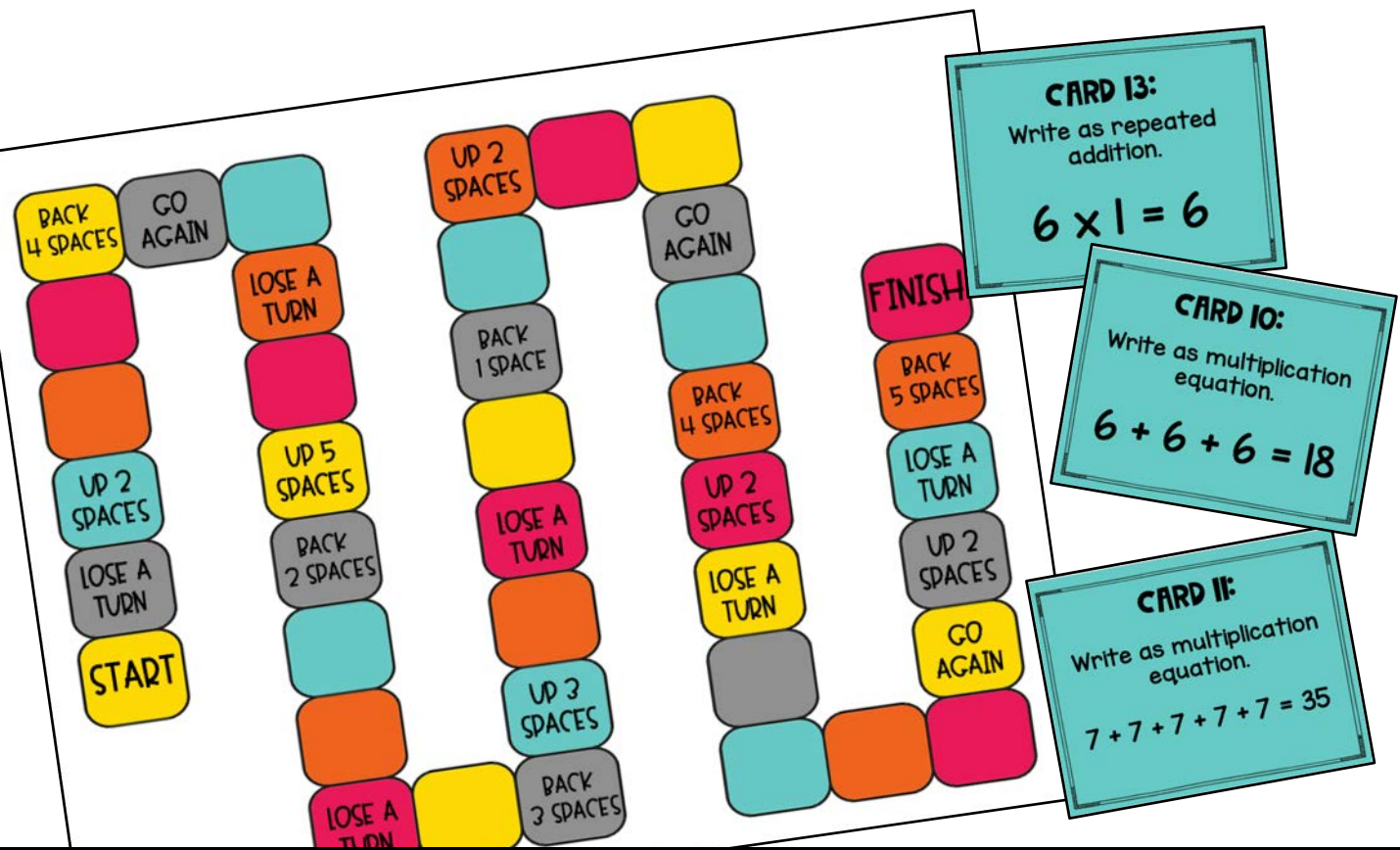


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2. Draw equal groups that represent 2×8 in the space below.

NOT SO WIMPY TEACHER

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.



games and scoots are included
for end of unit review

MULTIPLICATION
Name: _____
Directions: Read each card and record your answer in the box.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.

Which number is the product?
 $4 \times 7 = 28$

Write the multiplication equation that is represented by equal groups.

Write as multiplication equation.
 $4 + 4 + 4 + 4 + 4 = 20$

INCLUDES PRE- AND POST-ASSESSMENTS, ANSWER KEYS AND A RUBRIC FOR TRACKING STUDENT PROGRESS

Name: _____

Unit 4 Multiplication Assessment

Directions: Use repeated addition to solve. Write the product on the line.

1a. $3 \times 6 =$ _____

1b. $8 \times 4 =$ _____

Name: _____

Assessment

g to solve the problems. Write the products

Name: _____

Assessment

ation with an array and then solve.

Directions: Use equal groups to solve.

2a. $4 \times 7 =$ _____

Skill	Repeated Addition	Equal Groups	Arrays	Number Lines	Skip Counting	Comm. Property	Associative Property	Patterns	Fluency	Multiples of Ten	Problem Solving	TOTAL
Student	1	2	3	4	5	6, 7	8	9, 10, 11	12	13	14-17	
1	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
2	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
3	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
4	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
5	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
6	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
7	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
8	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
9	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
10	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
11	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
12	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
13	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
14	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
15	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
16	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
17	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
18	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
19	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40
20	1/2	1/2	1/2	1/2	1/2	1/2	1/2	3	15	4	4	40

Unit 4 Multiplication

Directions: Use repeated addition to solve.

1a. $3 \times 6 = 18$
 $6 + 6 + 6 = 18$

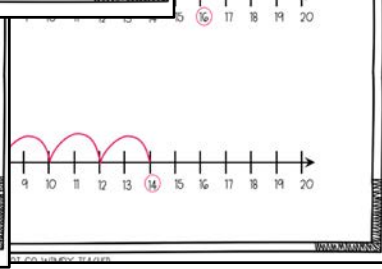
1b. $8 \times 4 = 32$
 $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 32$

Directions: Use equal groups to solve.

2a. $4 \times 7 = 28$

2b. $6 \times 5 = 30$

Find out how many crackers are in a Ricardo could use?



Student Answer Key

d then solve.



ARRAYS

Items arranged into

3 x

5 columns

3 rows



COMMUTATIVE PROPERTY

You can switch the order of the factors, and the product stays the same!

$$3 \times 5 = 15$$



$$5 \times 3 = 15$$



VOCABULARY CARDS AND ANCHOR CHARTS
FOR TEACHER AND STUDENTS TO
REFERENCE THROUGHOUT THE UNIT

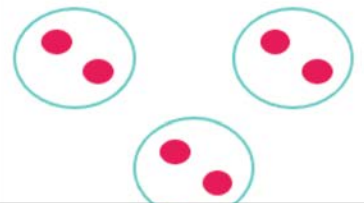
ARRAY

a set of objects arranged
in



EQUAL GROUPS

groups that have the same
number of items



FACTOR

the numbers being multiplied
in a multiplication problem

$$7 \times 6 = 42$$

4 Lesson 3

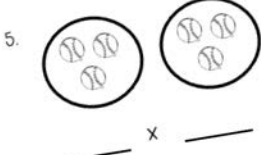
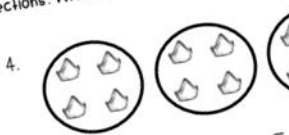
Directions: Finish the skip counting sequence by filling

7, 14, 21, _____, _____, _____

6, 12, 18, _____, _____, _____

9, 18, 27, _____, _____, _____

Directions: Write the multiplication equation that



4.9 NUMBER LINES

LEARN STATEMENT

I can use number lines to solve multiplication problems.

MATERIALS

4.9 PowerPoint
4.9 printouts

VOCABULARY

product
factors
multiplication
number line

MINI LESSON

Using the PPT, guide students through the warm-up questions.

Introduce the new multiplication strategy of using a number line to multiply. Relate how we have used number lines in the past to help us count, add, and subtract. Now, we are going to learn another tool we can use to help us multiply.

Using the PPT, model how to use number lines to multiply 3×2 . The first factor tells the students how many "hops" they will need to progress down the number line. The second factor tells the students the quantity each hop will

Name: _____

Homework

Directions: Complete the homework by filling in the blanks.

Directions: Complete the homework by filling in the blanks.

Directions: Complete the homework by filling in the blanks.

Unit 4 Lesson 7

Exit Ticket

Directions: Write the multiplication equation that represents the array.



_____ x _____ = _____

_____ presents the multiplication equation.

4. $3 \times 1 = 3$

ARRAYS

Items arranged into rows and columns.

COMMUTATIVE PROPERTY

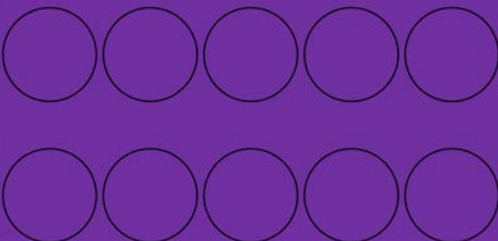
You can switch the order of the factors, and the product stays the same!

$3 \times 5 = 15$

$5 \times 3 = 15$



Equal Groups



MULTIPLICATION

Arrays



$2 \times 8 = 16$



$4 \times 6 = 24$

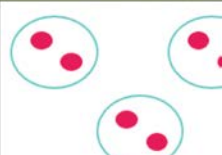
ARRAY

a set of objects arranged



EQUAL GROUPS

groups that have the same number of items



FACTOR

Multiplication Table

2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10
4	6	8	10	12	14	16	18	20
6	9	12	15	18	21	24	27	30
8	12	16	20	24	28	32	36	40
10	15	20	25	30	35	40	45	50
12	18	24	30	36	42	48	54	60
14	21	28	35	42	49	56	63	70
16	24	32	40	48	56	64	72	80

each day of math is fully planned for you with all the tools you'll need!