

Third Grade  
Trailblazers Unit 3

“Exploring Multiplication”

**North Carolina Standard Course of Study**

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/21grade3>

**MTB Correlation to NCSCOS**

<http://www.kendallhunt.com/uploads/2/CORR-NC-MTB2.pdf>

**Unit Activities**

- Students use data from Unit 1 Lesson 1 *First Names* to solve problems about decorating T-shirts with their first names.
- Students make lists of items and then write multiplication problems about them.
- Students illustrate multiplication problems with pictures and stories.
- Using counters as a model, students partition the number of students in a class into teams of equal size. Students write number sentences.
- Students begin an ongoing activity in which they investigate multiples of the numbers 2 through 11 by using the calendar date. They identify patterns and use patterns to solve problems.
- Students work on word problems that involve multiplication and division.

**Unit Vocabulary**

Multiplication Number Sentence	Multiple			
Sum	Turn-around facts	Magic square	Difference	Rubric

Third grade glossary link: <http://www.kendallhunt.com/index.cfm?PID=234&PGI=0>

**Unit Manipulatives/Supplies**

connecting cubes or assortment of other counters (beans)	Calculators	Large index cards - 25	Markers or crayons	Envelopes (1/students for storing flash cards)
--	-------------	------------------------	--------------------	--

### Unit Assessment Indicators

- Can students interpret bar graphs?
- Can students represent multiplication problems using manipulatives and pictures?
- Can students create stories for multiplication sentences?
- Can students write number sentences for multiplication situations?
- Can students solve multiplication and division problems and explain their reasoning?
- Can students divide a set of objects into equal-size groups (with remainders) and represent the situation with a number sentence?

### Unit Literature

- *What Comes in 2s, 3s, and 4s?* Suzanne Aker
- *Each Orange Had Eight Slices: A Counting Book* Paul Giganti Jr.
- *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business*, Esphyr Slobodkina

### Unit Software

- *Grouping and Place Value* provides opportunities for students to group objects by 2s, 5s, and 10s.
- *Kid Pix* allows students to create their own illustrations of objects in groups.
- *Math Concepts One...Two...Three!* Provides practice estimating and measuring time, money, length, and mass.
- *Math Munchers Deluxe* includes practice with basic facts and factors and multiples in an arcade-like game.
- *Mighty Math Calculating Crew* poses short answer questions about number operations, 3-dimensional shapes, and money skills.
- *Number Facts Fire Zapper* provides practice with math facts.
- *Schoolhouse Rock: Math Rock* develops fluency with math facts.

### Websites to Explore

- Rainforest Math – Click on level C or D and choose “Operations and Calculations: Multiplication” on the top row of the menu.  
<http://www.rainforestmaths.com/>
- AAA Math – Review of multiplication facts: Scroll down to *Multiplication Facts* and choose the facts your child needs to work on.  
<http://www.aaaknow.com/grade3.htm#topic9>

### You Can Help Your Child

- Discuss with your child the list of groups the class made at school. Ex. Groups of two: mittens in a pair; Groups of three: corners on a triangle.
- Ask your child to draw some pictures of how to group things (i.e. pasta, beans, pencils, cereal) and ask them to total the amount.
- Talk about things at home that come in groups (shoes, various snacks, packaged lunch meat, tools, etc).
- Make up problems using multiplication facts. Ex. You might say, *There are four tires on each car and I see six cars. How many tires in all?*

- Continue to help your child study the subtraction facts using flash cards.