Max. 8 Pages

Grade Level	3rd Grade	**Content Area**	Mathematics
Course Title (grades 9-12 Only)			
Length of Unit	5 Days	**Time of Year**	1st Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have a good understanding of how place value charts are organized and are used. Students will have the ability and knowledge of how to multiply numbers from one to ten. Students will read and comprehend text at a second grade level		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The focus of this mini-unit plan will revolve around using Place Value (base ten blocks) to learn how to multiply one-digit whole numbers by multiples of ten.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9X80, 5X60) using strategies based on place value and properties of operations.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The summative assessment consists of a five question assessment in which the scholar will demonstrate mastery of the above standard. Each scholar will multiply one-digit whole numbers in the range of 10 using various strategies of place value and properties of operation.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The assessment will consist of five questions worth a total of 100 points. Each question is worth 20 points for a correct answer for a total of 100 points. A score of 80 points will demonstrate mastery of the standard. Any score below 80 points will require the teacher to reteach the lessons to the scholar and re-assess until a mastery score of 80 points is reached.		
Materials/Resources Needed	Base ten blocks White board (both teacher and students), mimio and projector Dry erase markers (both teacher and students) Reproducible worksheet (practice), colored notecards, colored chips		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
Day 1	**Anticipatory Set:** The teacher will display three multiplication questions on the whiteboard for scholars to complete. Call up three scholars to the board to explain the process of solving the problems. **Lesson:** Teach the students to multiply one-digit numbers by multiples of 10 using place value strategy. When teaching the place value strategy, scholars must comprehend the process of multiplying a single digit by numbers in multiples of 10. Ask students to get into their small learning groups. The teacher will teach each group using base ten blocks, diagrams, and hundreds charts to multiply one-digit numbers by multiples of 10 from 10-90. They apply their understanding of multiplication and the meaning of the multiples of 10. Each group will have a different manipulative to use and the students will rotate to each table to practice the process of multiplication by a single digit. **Example**: • 30 is 3 tens and 70 is 7 tens. • They can interpret 2 x 40 as 2 groups of 4 tens or 8 groups of ten. • 5 x 60 is represented as 5 groups of 6 tens or 30 tens, they will then know that 30 tens is 300. Scholars will practice solving problems in their learning groups. After developing this understanding they begin to recognize the patterns in multiplying by multiples of 10. **Closure:** Teacher will call scholars back to the main group and review multiplying a single –digit by a multiple of ten. Scholars	• Complete three multiplication problems on the whiteboard and be prepared to discuss the process of solving • Students will receive instruction from the teacher and practice solving multiplication problems. • Tier 3 students may need extra help in composing and decamping numbers using the base ten blocks • Tier 1 scholars may move ahead and use the skills learning to solve real-world problems. • Each table will have different manipulatives to use in solving problems. Scholars will observe peers solving multiplication problems using the interactive white board

	will draw a problem card and solve it using the mimio interactive whiteboard. All students will solve a problem and explain the reasoning; some scholars will need more support from the teacher in explaining reasoning.	Each scholar will solve a problem at the board with support from the teacher if needed.
Day 2	**Anticipatory Set:** Scholars will solve the multiplication problem on the board and explain the reasoning in their math journal **Lesson:** Review multiplying single-digit numbers by multiples of 10 from 10 -190 and writing or discussing reasoning. Application: Read real-world problem to solve and write equations to represent the problem. Explaining reasoning. The teacher will instruct the whole group how to read a problem, underline the important words needed to solve the problem and then solving it. • Step 1: Read the problem, understand what it is asking you to solve • Step 2: Set up the problem • Step 3: Solve the problem • Step 4: Write the answer Ask scholars to get into their learning groups and practice reading real world problems and solving them. **Closure:** Ask scholars to go home, with their family write a multiplication problem, solve it and explain it.	• Solve and write reasoning in math journal of the problem displayed on the whiteboard. • Practice using the ten blocks to group and multiply real world problems • Get into groups to collaboratively solve word problems and write solutions and reasoning for each
Day 3	**Anticipatory Set:** Collect problems from scholars. Place them in a bucket to be used for the lesson. **Lesson:** Review and practice solving problems where the scholars are multiplying single-digit numbers by multiples of 10 from 10 - 90.	• Students will use their own white boards and markers to answer multiplication questions. The student will hold up their board when they have the answer to learn if they are correct or to try again. • Scholars will get into their learning groups and participate

	Warm-up exercise with white boards Ask scholars to get into their learning groups. Groups will consist of members from each of the tiers. Teacher will assign colored chips to students. Blue chips will read problem and determine what to do, red chip will solve the problem and green chip will discuss the reasons. Pull scholar problems out of the bucket and call on groups to use the mimio white board to solve problems. **Closure:** Answer any question in reference to assessment during next lesson.	in the group challenge of solving and discussing multiplication problems and reasoning.
Day 4	Review multiplying a one-digit whole number by a multiple of 10 in the range of 10-90	Students will be assessed

Paste Summative Assessment Here:

Name _____ Date _____

Third Grade Math Assessment

Directions:
Solve each of the following problems. Show your work using the place value strategy

1. 3 X 40 = _____ Show work and explain

   a. 90
   b. 30
   c. 120
   d. 12

2. 90
   X 5
   _____

3. What problem is the scholar solving?
   First I know that there is 3 groups of 6 tens, that makes 18 tens, 18 tens is 180.

   a. 3 X 6 = _____
   b. 3 X 60 = _____
   c. 6 X 10 = _____
   d. 3 X 18 = _____

4. Maria is collecting ornaments for her tree. She has four friends that will each give her ten ornaments. How many ornaments will Maria have? Solve the problem, write an equation and answer the question. Show your work

   Equation _____ Answer _____

5. Write a real world problem to fit this equation: 3 X 70 = _____ Solve the equation and show work.

Paste Answer Key/Scoring Rubric Here: Directions:
Solve each of the following problems. Show your work using the place value strategy Each question is worth 20 points.

1. 3 X 40 = _____ Show work

   a. 90 3 groups of 4 tens, 12 tens is 120
   b. 30
   c. 120
   d. 12

2. 90 5 groups of 9 tens, 45 tens is 450
   X 5
   _____

3. What problem is the scholar solving?
   First I know that there is 3 groups of 6 tens, that makes 18 tens, 18 tens is 180.

   a. 3 X 6 = _____
   b. 3 X 60 = _____
   c. 6 X 10 = _____
   d. 3 X 18 = _____

4. Maria is collecting ornaments for her tree. She has four friends that will each give her ten ornaments. How many ornaments will Maria have? Solve the problem, write an equation and answer the question. Show your work

   Equation ___4 X 10 = 40_____ Answer ___40 ornaments_ 4 groups of 10 = 40

5. Write a real world problem to fit this equation: 3 X 70 = _____
   Solve the equation and show work
   My class was taking a field trip to the museum. There were three buses of seventy scholars. How many scholars attended the field trip?
   3 x 70 = 210 3 groups of 7 tens is 21 tens; 21 tens is 210

Total score is 100 points. 80 points indicates mastery