## Unit Overview

At the third grade level, the following Common Core Math standards 3.OA.A.1 and 3.OA.A2 are both expected to be mastered prior to fourth grade according to ISBE. The two standards listed above focus on solving introductory multiplication and division equations. Both of these standards are included in the Counting and Operations strand of mathematics. Part of this unit plan is inspired by East Aurora School District 131’s current Math curriculum, however the majority of this unit was created to supplement the current third grade unit 3 math curriculum. The intent of this unit is to enhance current curriculum by providing additional practice opportunities to guide students to skill mastery. Within this unit students will practice multiplying and dividing focusing on a conceptual understanding through a variety of strategies. The assessments for this unit include exit slips for each of the five multiplication and division strategies focused on, two traditional multiple choice assessments, two short constructed responses, and two larger projects. Additionally, this unit focuses on the process skill of reflection. At the end of each formative or summative assessment students will reflect using the same guiding questions to inform the student and the teacher consistently throughout the unit.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Tasks/Assessments</th>
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| **Content:** 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. | • Exit Slips  
• Interpretation of Numbers  
• Traditional Assessment Multiplication  
• Short Constructed Response  
• Product and Quotient Quilt  
• Create a Pretest |
| **Content:** 3.OA.A.2 Interpret quotients of whole numbers, e.g., interpret 56/8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as, a number of shares when 56 objects are partitioned into equal shares of 8 objects each. | • Exit Slips  
• Interpretation of Numbers  
• Traditional Assessment Division  
• Short Constructed Response  
• Product and Quotient Quilt  
• Create a Pretest |
| **Process:**  
Monitor their understanding by identifying levels of understanding and next steps  
Use appropriate tools strategically | • Exit Slips  
• Interpretation of Numbers  
• Traditional Assessment Multiplication  
• Traditional Assessment Division  
• Short Constructed Response  
• Product and Quotient Quilt  
• Create a Pretest |