EAST ISLIP SCHOOL DISTRICT



Grade 3 {Module 1 Properties of Multiplication and Division and Solving Problem with Units of 2-5 and 10

OVERVIEW

This 25day module begins the year by building on students' fluency with addition and knowledge of arrays. Topic A initially uses repeated addition to find the total from a number of equal graups(4). As students notice patterns, they lgo of longer addition sentences in favor of more efficient multiplication facts 3.0A.1, 3.0A.9

Topic F introduces the factors 5 and 10, familiar from-**skip**nting in Grade 2. Students apply the multiplication and division strategies they have used to mixed practice with all of the factors included in Module 1 β.OA.1, 3.OA.2, 3.OA.3). Students model relationships between factors, analyzing the arithmetic patterns that emerge to compose and decompose numbers as they furthetic the

Familiar Terms and Symbols

- f Add 1 unit, subtract 1 unit (add or subtract a single unit of two, ten, etc.)
- f Number bond (shows papart-whole relationship, shown at right)
- f Number sentence (similar to an equation, but not neceissaaving equal sides.)
- f Ones, twos, threes, etc. (units of one, two, or three)
- f Repeated addition (adding equal groups together, e.g., 2 + 2 + 2 + 2)
- f Tape Diagram (a method for modeling problems)
- f Value (how much)

Suggested Tdo and Representations

- f 18 counters per student
- f Tape diagram (a method for modeling problems)
- f Number bond (shown at right)
- f Array (a set of numbers or objects that follow a specific pattern, a magnetic pattern, a magnetic pattern f



¹ These are terms and symbols students have used or seen previously