

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

Qtr. 2: Weeks 1-3

October 10 – October 27 (14 days)

Grade 3, Unit 4: Multiplication Strategies

**UNIT OVERVIEW: DEVELOP STRATEGIES FOR MULTIPLICATION**

In this unit, students will develop an understanding of multiplication.

**ESSENTIAL QUESTIONS:**

- How are multiplication and division related?
- How can you write a mathematical sentence to represent a multiplication or division model we have made?
- How can the same area measure produce rectangles with different dimensions?
- How can we use strategies to multiply?

**KEY VOCABULARY:**

commutative property of multiplication, identity property of multiplication, distributive property, associative property of multiplication, array, partial products, factor, dividend, divisor, quotient, unknown number, odd, even, inverse operations

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

**[3-OA.1]** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

- For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**[3-OA.1]** Products of whole numbers (multiplication) as groups of objects.

**[3-OA.2]** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  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.

- For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**[3-OA.2]** Quotients of whole numbers (divide), partitioning/equal shares.

**\*Division problems should be related to multiplication facts already taught.\***

**[3-OA.5]** Apply properties of operations as strategies to multiply and divide.

- If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (**Commutative property of multiplication.**)
- $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (**Associative property of multiplication.**)
- Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (**Distributive property.**)

**[3-OA.5]** Commutative, distributive, & associative properties.

**MOBILE COUNTY PUBLIC SCHOOLS  
DIVISION OF CURRICULUM & INSTRUCTION  
THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
2017-2018: QTR 2**

<p><b>[3-OA.9]</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <ul style="list-style-type: none"> <li>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</li> </ul>	<p><b>[3-OA.9]</b> Examine patterns connected to place-value and multiplication. (taught in conjunction with 3-OA7)</p>		
<b>Opportunity for Depth Standards</b>		<b>Standards Clarification</b>	
<p><b>[3-OA.3]</b> Use multiplication within 100 to solve word problems in situations involving equal groups and arrays by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>[3-OA.3]</b> Multiplication &amp; division word problems. (all 4 types required for 3<sup>rd</sup> grade)</p>		
<p><b>[3-OA.7]</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p><b>[3-OA.7] Instructional focus on: 3s, 6s, &amp; 9s (continue to review from 1<sup>st</sup> Quarter) - BUILDING FLUENCY</b></p> <p><i>Basic Fact Assessment: Subtraction minuends less than or equal to 20</i></p>		
<p><b>Resources for Quarter 2 Unit 4</b> <i>Some task (OA7) may need to be modified to follow MCPSS 3<sup>rd</sup> grade multiplication progression.</i></p>			
<p>Engage New York Module 1 Topic C (Lesson 10), E (Lesson 15, 16, 17) – (OA3, OA5, OA7) <a href="https://www.engageny.org/resource/grade-3-mathematics-module-1">https://www.engageny.org/resource/grade-3-mathematics-module-1</a></p>	<p>Georgia Standards Unit 2 – (OA1, OA2, OA3, OA5, OA7) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf</a></p>	<p>Howard County – (OA1, OA2, OA3, OA5, OA7) <a href="https://hcpss.instructure.com/courses/97/pages/grade-3-year-at-a-glance">https://hcpss.instructure.com/courses/97/pages/grade-3-year-at-a-glance</a></p>	<p>Math In Focus Chapter 6 Lesson 1 – (OA3, OA5)</p>
<p><b>Xtra Math</b> <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a> Free, individualized web based program that helps to build student fluency.</p>			
<b>Focus Standards for Mathematical Practice</b>			
<p>MP.7 Look for and make use of structure.</p>			
<p>MP.1 Make sense of problems and persevere in solving them.</p>			
<p>MP.4 Model with mathematics.</p>			

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

Qtr. 2: Weeks 4-6

October 30 – November 17 (15 days)

**Grade 3, Unit 5: Problem Solving with Multiplication and Division**

**UNIT OVERVIEW: PROBLEM SOLVING WITH MULTIPLICATION AND DIVISION**

In this unit, students will develop an understanding of division. Students will develop an understanding of the relationship between multiplication and division.

**ESSENTIAL QUESTIONS:**

- How could you use a multiplication chart/table to solve a division problem?
- How can you write a mathematical sentence to represent a multiplication or division model we have made?
- How can the same area measure produce rectangles with different dimensions?
- Why is place value important?
- How do we represent information in a picture or bar graph?

**KEY VOCABULARY:**

multiplication, division, products, quotients, partitioning, equal shares, unknown whole number, unknown factor, patterns, standard form, expanded form, commutative property, associative property, identity property, picture graph, bar graph, scale

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

**[3-OA.4]** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

- For example, determine the unknown number that makes the equation true in each of the equations  $8 \times \square = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = \square$

**[3-OA.4]** Unknown whole in multiplication or division.

**[3-OA.6]** Understand division as an unknown factor-problem.

- For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

**[3-OA.6]** Division as an unknown factor.

**[3-OA.8]** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**[3-OA.8]** Two step problems combining a medium addition or subtraction situation with an easy multiplication or division situation (connect model and equation) no judging reasonableness – **NOT ALL FOUR AT ONE TIME.**

**[3-MD.3]** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step — “how many more” and — “how many less” problems using information presented in scaled bar graphs.

- For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**[3-MD.3]** While exploring data concepts, students should Pose a question, Collect data, Analyze data, and Interpret data (PCAI). Students should be graphing data that is relevant to their lives.

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

Opportunity for Depth Standards	Standards Clarification		
[3-OA.3] Use multiplication and division within 100 to solve word problems in situations involving equal groups and arrays, e.g., by using drawings and equations with a symbol for the unknown number to represent the quantities.	[3-OA.3] Multiplication & division word problems. (all 4 types required for 3rd grade)		
[3-OA.7] Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	<b>[3-OA.7] Instructional focus on: 7s (continue to review from 1<sup>st</sup> Quarter) - BUILDING FLUENCY</b>  <i>Basic Fact Assessment: Subtraction minuends less than or equal to 20</i>		
<b>Resources for Quarter 2, Unit 5</b> <i>Some task (OA7) may need to be modified to follow MCPSS 3<sup>rd</sup> grade multiplication progression.</i>			
Engage New York Module 1 Topics B & D (Lesson 11) – (OA1, OA2, OA3, OA4, OA6, OA7) <a href="https://www.engageny.org/resource/grade-3-mathematics-module-1">https://www.engageny.org/resource/grade-3-mathematics-module-1</a>  Module 3 Topics A & B – (OA3, OA4, OA7, OA9) <a href="https://www.engageny.org/resource/grade-3-mathematics-module-3">https://www.engageny.org/resource/grade-3-mathematics-module-3</a>  Module 6 Topic A – (MD3) <a href="https://www.engageny.org/resource/grade-3-mathematics-module-6">https://www.engageny.org/resource/grade-3-mathematics-module-6</a>	Georgia Standards Unit 1 – (MD3) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-1.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-1.pdf</a> <ul style="list-style-type: none"> <li>• It’s a Data Party</li> <li>• What’s Your Favorite</li> </ul> Unit 2 – (OA3, OA4, OA6) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf</a> <ul style="list-style-type: none"> <li>• What Comes First the Chicken or the Egg?</li> <li>• Use What You Know</li> <li>• Field Day Blunder</li> <li>• Skittles Cupcake Combos</li> <li>• Sharing Pumpkin Seed</li> </ul> *Resources continued on next page*	K5 Resources – (OA1, OA2, OA3, MD3) <a href="http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html">http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html</a>	Math In Focus Chapter 6 Lessons 6 & 7 – (OA1, OA2, OA3, OA4, OA6)

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

	<p><b>Unit 3 – (OA8)</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-3.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-3.pdf</a></p> <ul style="list-style-type: none"> <li>• Read All About It</li> <li>• It Takes Two</li> <li>• Hooked on Solutions</li> </ul> <p><b>Unit 6 – (MD3)</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf</a></p> <ul style="list-style-type: none"> <li>• The Magic Number</li> </ul>		
<p><b>Xtra Math</b> <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a> <i>Free, individualized web based program that helps to build student fluency.</i></p>			
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DIVISION OF CURRICULUM & INSTRUCTION  
THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
2017-2018: QTR 2**

**Qtr. 2: Weeks 7-9**

**November 27 – December 15 (15 days)**

**Grade 3, Unit 6: Measurement and Data**

**UNIT OVERVIEW: MEASUREMENT AND DATA**

In this Unit, students complete problem solving situations involving addition and subtraction as they explore area of two-dimensional or plane figures. Students all measure time to the nearest minute as well as time intervals.

**ESSENTIAL QUESTIONS:**

- What does it mean to partition a shape into parts?
- How can we tell and write time to the nearest minute?
- How can you find elapsed time to the nearest minute?
- How can you measure the number of squares needed to cover a shape?
- How can you use units to describe an area?

**KEY VOCABULARY:**

length, foot, meter, area, area model, halves, fourths, quarter, inch, strategy, elapsed time, interval, minute, hour, A.M., P.M.

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

**[3-MD.1]** Tell and write time to the nearest minute and measure time interval in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g. by representing the problem on a number line diagram.

**[3-MD.1]** Tell time to nearest minute and measure time **intervals (elapsed time)** in minutes.

**[3-MD.5]** Recognize area as an attribute of plane figures, and understand concepts of area measurement.

- a. A square with side length 1 unit called "a unit square," is said to have "one square unit" of area and can be used to measure area. [3-MD5a]
- b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. [3-MD5b]

**[3-MD.5]** Calls for students to explore the concept of covering a region with "unit squares," which could include square tiles or shading on grid or graph paper.

**[3-MD.6]** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**[3-MD.6]** Measure area by counting unit squares.

**Opportunity for Depth Standards**

**Standards Clarification**

**[3-OA.3]** Use multiplication and division within 100 to solve word problems in situations involving equal groups and arrays, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**[3-OA.3]** Multiplication & division word problems. (all 4 types required for 3rd grade)

**MOBILE COUNTY PUBLIC SCHOOLS  
DIVISION OF CURRICULUM & INSTRUCTION  
THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
2017-2018: QTR 2**

<p><b>[3-OA.7]</b> Fluently multiply and divided within 100, using strategies such as the relationship between multiplications and division or properties of operations.</p>	<p><b>[3-OA.7] Instructional focus on: All Facts - BUILDING FLUENCY *NO HAND TRICKS*</b></p> <p><i>Basic Fact Assessment: Subtraction minuends less than or equal to 20</i></p>
<p><b>[3.MD.7]</b> Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p><b>[3.MD.7]</b></p> <p>7a. Area of rectangles with tiles, connect to multiplication.</p> <p>7b. Multiply sides to find area, connect to area model, *use as a context for word problems.</p> <p>7c. Use area and tiling to connect to distributive property.</p> <p>7d. Recognize area as additive and connect with distributive property in context.</p>
<b>Supporting Standards</b>	<b>Standards Clarification</b>
<p><b>[3-NBT.1]</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p><b>[3-NBT.1]</b> Round to nearest 10 or 100.</p>
<p><b>[3-NBT.2]</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition/subtraction.</p>	<p><b>[3-NBT.2]</b> Add/Subtract within 1,000 (in context/word problems).</p>
<p><b>[3-G.2]</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <ul style="list-style-type: none"> <li>For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</li> </ul>	<p><b>[3-G.2]</b> Partition shapes into parts with equal areas (halves, thirds, fourths, sixths, and eighths).</p>

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

Additional Standards	Standards Clarification		
[3-NBT.3] Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	[3-NBT.3] Multiply with multiples of 10.		
<b>Resources for Quarter 2 Unit 6</b>			
<i>Some task (OA7) may need to be modified to follow MCPSS 3<sup>rd</sup> grade multiplication progression.</i>			
<p>Engage New York Module 3 Topics C, D, E, F – (OA3, OA7, NBT3)  <a href="https://www.engageny.org/resource/grade-3-mathematics-module-3">https://www.engageny.org/resource/grade-3-mathematics-module-3</a></p> <p>Module 4 Topics A, B, C, D – (MD5, MD6, MD7)  <a href="https://www.engageny.org/resource/grade-3-mathematics-module-4">https://www.engageny.org/resource/grade-3-mathematics-module-4</a></p>	<p>Georgia Standards Unit 1 – (NBT1, NBT2)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-1.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-1.pdf</a></p> <p>Unit 2 – (OA3, OA7, NBT3)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-2.pdf</a></p> <ul style="list-style-type: none"> <li>• Apple Solar Farm</li> <li>• Multiple of 10; How Many 10s?</li> <li>• Making the Hard Facts Easy</li> <li>• Field Day Blunder</li> </ul> <p>Unit 3 – (MD5, MD6)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-3.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-3.pdf</a></p> <p>Unit 4 – (MD7, G2)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-4.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-4.pdf</a></p> <ul style="list-style-type: none"> <li>• Pattern Block Fractions</li> <li>• Picture Pie</li> <li>• I have, Who has?</li> <li>• A Whole Lot of Garden Hose</li> <li>• How Big is the Desk</li> </ul>	<p>Illustrative Math – (NBT1, NBT2, NBT3, MD2, MD6, MD7, OA3)          Rounding to the Nearest Ten and Hundred  <a href="https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/1805">https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/1805</a></p> <p>Rounding to 50 or 500  <a href="https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/745">https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/745</a></p> <p>Rounding to the Nearest 100 and 1000  <a href="https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/1806">https://www.illustrativemathematics.org/content-standards/3/NBT/A/1/tasks/1806</a></p> <p>Classroom Supplies  <a href="https://www.illustrativemathematics.org/content-standards/3/OA/A/3/tasks/1315">https://www.illustrativemathematics.org/content-standards/3/OA/A/3/tasks/1315</a></p> <p>How Many Colored Pencils?  <a href="https://www.illustrativemathematics.org/content-standards/3/NBT/A/3/tasks/1445">https://www.illustrativemathematics.org/content-standards/3/NBT/A/3/tasks/1445</a></p> <p>Three Hidden Rectangles  <a href="https://www.illustrativemathematics.org/content-standards/3/MD/C/7/tasks/1836">https://www.illustrativemathematics.org/content-standards/3/MD/C/7/tasks/1836</a></p>	<p>Math In Focus          Chapter 6 Lessons 3 &amp; 5 – (MD7)          Chapter 16 Lesson 1 – (MD1)          Chapter 18 Lesson 3 – (G2)          Chapter 19 Lessons 1-3 – (MD5, MD6)</p>



MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 THIRD GRADE MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR 2

<p>FAL: <i>Multiplication Version 1</i> (OA1, OA3, OA5, OA7)  <a href="http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf">http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf</a></p>	<p><b>Unit 6 – (MD1)</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf</a></p> <p>FAL: <i>Multiplication Version 1</i> (OA1, OA3, OA5, OA7)  <a href="http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf">http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf</a></p>	<p><b>India's Bathroom Tiles</b>  <a href="https://www.illustrativemathematics.org/content-standards/3/MD/C/7/tasks/1990">https://www.illustrativemathematics.org/content-standards/3/MD/C/7/tasks/1990</a>  <b>Finding the Area of Polygons</b>  <a href="https://www.illustrativemathematics.org/content-standards/3/MD/C/6/tasks/1515">https://www.illustrativemathematics.org/content-standards/3/MD/C/6/tasks/1515</a></p> <p>FAL: <i>Multiplication Version 1</i> (OA1, OA3, OA5, OA7)  <a href="http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf">http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf</a></p>	<p>FAL: <i>Multiplication Version 1</i> (OA1, OA3, OA5, OA7)  <a href="http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf">http://education.ky.gov/curriculum/connpro/Math/Documents/3_KDE_Multiplication_Version_1_Grade_3.pdf</a></p>
<p style="text-align: center;"><b>Xtra Math</b> <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a> <i>Free, individualized web based program that helps to build student fluency.</i></p>			
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