Inclement Weather

RESOURCES

Mathematics
Grade 3

The Department of
Curriculum & Instruction

Hello MSCS Family,

This resource packet was designed to provide students with activities that can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned with the TN Academic Standards for Mathematics and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Table of Contents

Day 1: Multiplication Race 2	
Grade Level Standard(s)	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (commutative property of multiplication). 3 x 5 x 2 can be solved by (3 x 5) x 2 or 3 x (5 x 2) (associative property of multiplication). One way to find 8 x 7 is by using 8 x (5 + 2) = (8 x 5) + (8 x 2). By knowing that 8 x 5 = 40 and 8 x 2 = 16, then 8 x 7 = 40 +16 = 56 (distributive property of multiplication over addition).
Caregiver Support Option	The student may use a sibling or a guardian as a partner. For additional support, have the student access the video links below by logging into iReady from their Clever account. Video 1 Video 2 Video 3
Materials Needed	2 game markers, Factor Cards, Multiplier Cards, Game Board
Question(s) to Explore	Can I break apart a factor to make it easier to multiply?

Center Activity 3.52 ★★

Multiplication Race 2

What You Need

- 2 game markers
- Factor Cards
- Multiplier Cards
- Game Board

Check Understanding

Find 6×8. Show how you can break apart a factor to find the product.

What You Do

1. Place the **Factor Cards** and **Multiplier Cards** facedown in two piles.
2. Take turns. Begin with your game marker at START on the **Game Board**. Pick one card from each pile.
3. Find the product. Your partner checks your answer. If you are correct and your gray card is 9, then move forward two spaces. If you are correct and your gray card is 7 or 8, then move forward one space. If you are not correct, move back one space.
4. When you land on a space with words, follow the directions. A Free Turn means you go again before your partner's turn.
5. The winner is the first one to make it to FINISH.
6. Shuffle each set of cards. Play again.

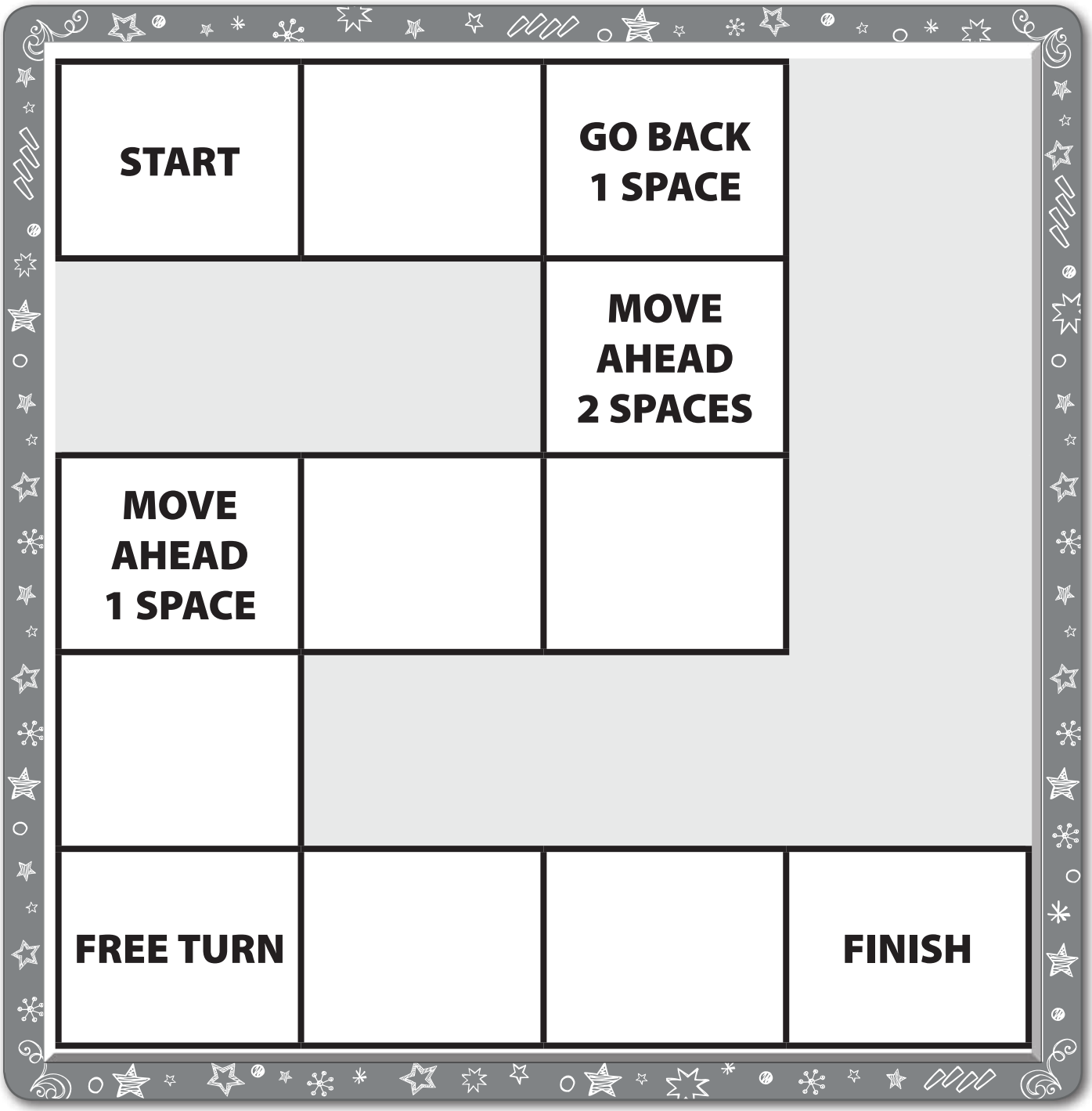
I can break apart a factor to make it easier to multiply.

$4 \times 8 = (4 \times 5) + (4 \times 3)$

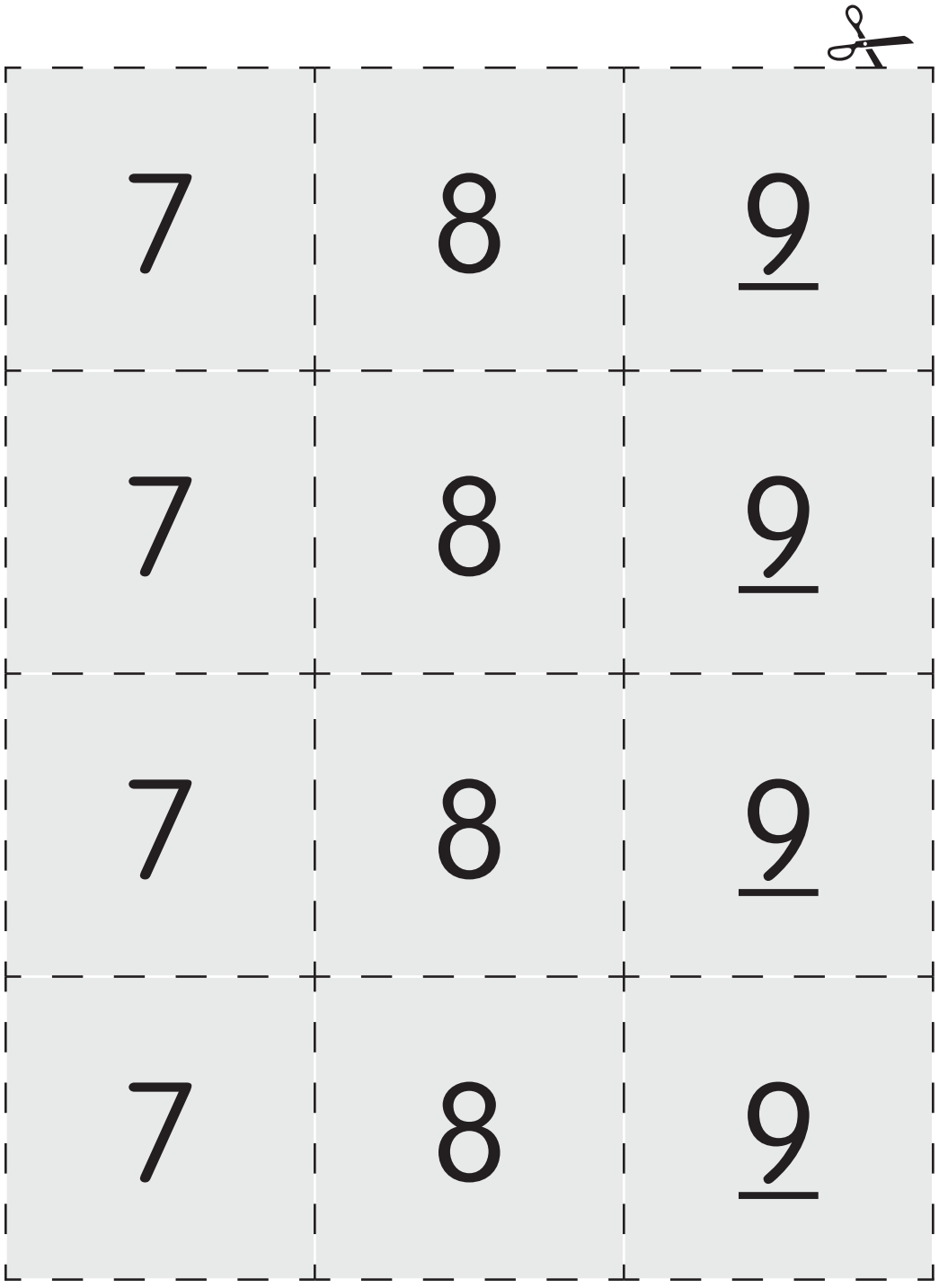
Go Further!

Each player picks one **Factor Card** and one **Multiplier Card**. Find the product of your cards. The player with the lesser number moves forward one space.

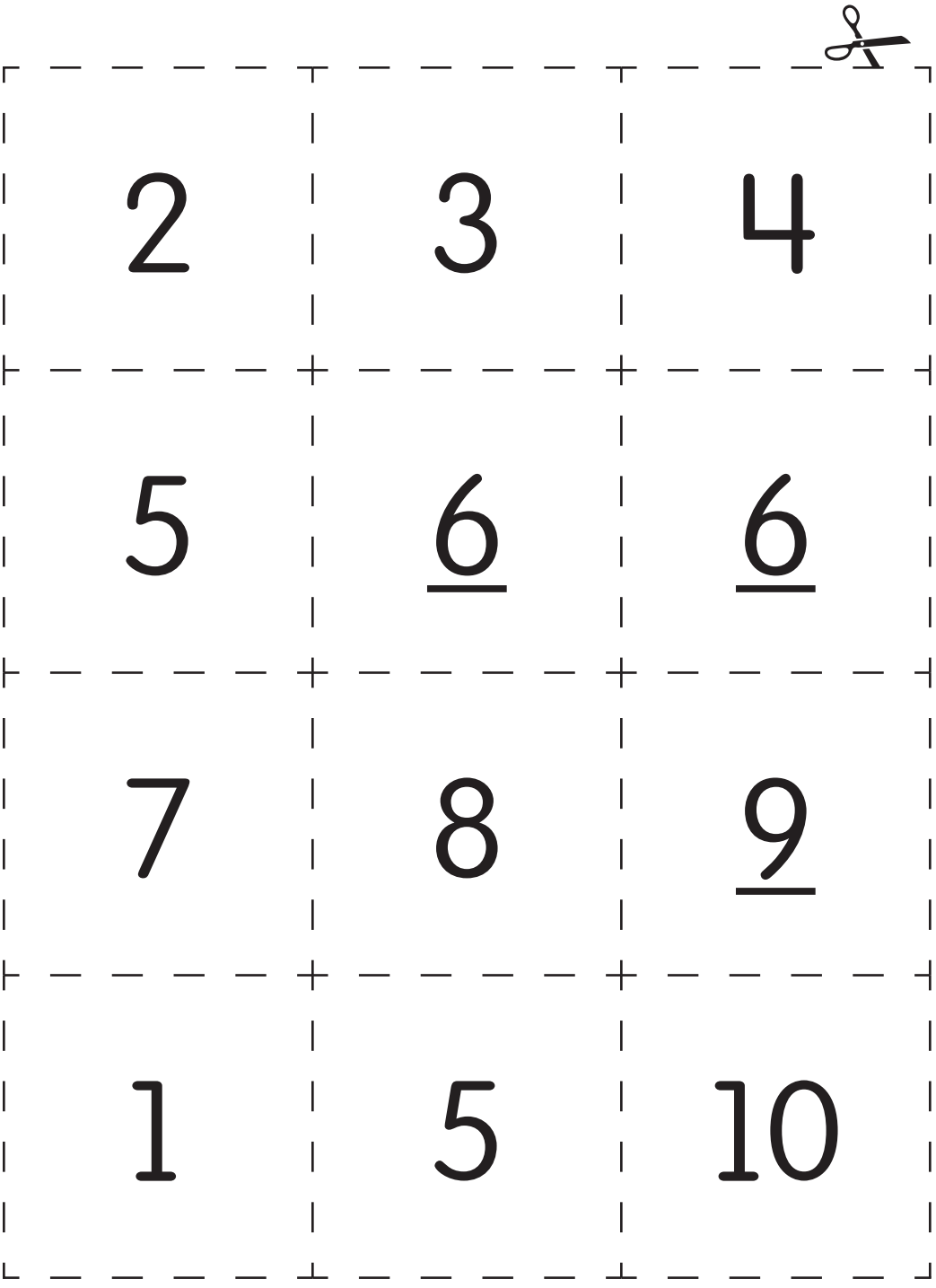
Center Activity 3.52 ★★ Game Board



Center Activity 3.52 ★★ Factor Cards



Center Activity 3.52 ★★ Multiplier Cards



Day 2: Pattern Vocabulary Match	
Grade Level Standard(s)	**3.OA.D.9** Identify *patterns* in a *multiplication chart* and explain them using properties of operations. For example*, in the multiplication chart, observe that 4 times a number is always even* (because 4 x 6 = (2 x 2) x 6 = 2 x (2 x 6), which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because 6 x 7 = (5 + 1) x 7 = (5 x 7) + (1 x 7), which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations)
Caregiver Support Option	The student may use a sibling or a guardian as a partner. For additional support, have the student access the video link below by logging into iReady from their Clever account. Video
Materials Needed	Recording Sheet
Question(s) to Explore	Do numbers in a pattern have to follow a rule in order to tell what comes next?

Center Activity 3.17 ★★

Pattern Vocabulary Match

What You Need

- Recording Sheet

Check Understanding

23, 26, 29, 32, 35

Tell about these numbers using the words *pattern* and *rule*.

What You Do

1. Pick a word on the **Recording Sheet.**
2. Say the word and describe an example.
3. Your partner tells a non-example for the word and explains why it is a non-example.
4. Draw a line to the definition.
5. Take turns until all the words have been used.

Numbers in a pattern must follow a rule so you can tell what comes next. This is an example of a pattern that follows a + 4 rule:
1, 5, 9, 13, 17, 21

This is a non-example of a pattern: 1, 4, 12, 38, 72, 85.

It does not follow a rule.

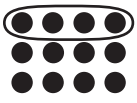
Go Further!

On a separate sheet of paper, describe this list of numbers: 8, 12, 16, 20, 24. Use at least three words from the **Recording Sheet** in your description.

Partner A _____

Partner B _____

Pattern Vocabulary Match

Math Words	Definitions
pattern	a whole number that can be divided into two equal groups
rule	a top-to-bottom group of objects in an array 
even number	a series of numbers or shapes that follow a rule to repeat or change
odd number	an action that is followed to go from one number or shape to the next in a pattern
row	an answer for addition
column	a whole number that cannot be divided into two equal groups
addend	a side-to-side group of objects in an array 
sum	a number that is being added

Answer Key

Multiplication Race 2

★★ **Check Understanding**

48; Possible answer: You can break apart the 8: $(6 \times 4) + (6 \times 4) = 24 + 24 = 48$.

Activity Notes

Students will practice their multiplication facts for 7, 8, and 9 by multiplying any number 1–10 with 7, 8, or 9. Check students' work for valid multiplication strategies and correct products.

Pattern Vocabulary Match

★★ **Check Understanding**

Possible answer: These numbers make a pattern that follows the rule add 3.

Recording Sheet

pattern—a series of numbers or shapes that follow a rule to repeat or change

rule—an action that is followed to go from one number or shape to the next in a pattern

even number—a whole number that can be divided into two equal groups

odd number—a whole number that cannot be divided into two equal groups