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| **Standard** | **Items:** |
| **3.OA.01 -**  Interpret products of whole numbers, e.g., interpret 5 × 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 × 7. | **3.0**  1. Draw a model to find the total number.  8 groups of 3      2.Write a multiplication sentence to describe the picture of counters above.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2.0**   1. Circle the multiplication sentence that represents the array.      1. **20 x 5 = 4**   **b. 20 x 4 = 5**  **c. 5 x 4 = 20**  **2. Write a multiplication equation to represent the array below?**  **\_\_\_\_\_\_\_ x \_\_\_\_\_\_ = \_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   **3. Draw a picture to show 4 groups of 7 stars.** |
| **3.OA.02 -**  Interpret whole-number 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. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. | 3.0  Draw a model to represent this problem.      b. Write a division sentence to describe the picture of  counters.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2.0**   1. Circle the division sentence that represents the array.      1. **4 ÷ 5 = 20**   **b. 20 ÷ 5 = 4**  **c. 5 ÷ 4 = 20**    2. Write a division sentence to match the picture of the apples.  \_\_\_\_\_\_\_ ÷ \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_  3. Draw a picture below to solve 35 ÷ 5 |
| **3.OA.05 -**  Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) | Separate list for them of properties. *Not* on the test.  *See properties posters in Rubicon Math YLC CMBA Trimester 2, as a support for these tasks.*  Word Bank:  Commutative Property of Multiplication  Associative Property of Multiplication  Distributive Property  Zero Property of Multiplication  Identity Property of Multiplication  Inverse Operation  **3.0**  a. Use one of the properties of operations to show how this equation could have been solved.  6 X 4 = 24  b. Use one of the properties of operations to show how this equation could have been solved.  35 ÷ 7 = 5 |
| **2.0**  1. Which shows the correct way to solve for 4 X 12?   1. (2 x 6) + (2 x 6) 2. (4 x 10) + (4 x 2) 3. (4 x 6) + (2 x 6) 4. (4 x 8) + (4 x 3)   2. Draw a line to connect equal expressions or values:  4 x 6 (6 x 2) + (6 x 1)  6 x 3 (8 x 5) + (8 x 2)  8 x 7 6 x 4  7 x 4 7 x 2 x 2  3. Fill in the missing factors.  6 x 7 = ( \_\_\_\_ x 7 ) + ( \_\_\_ x 7 )  4. Find the unknown factor. Use the Commutative Property.  \_\_\_ X 3 = 30  3 X \_\_\_ = 30 |
| **3.NF.01** -  Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned **into** b equal parts;  understand a fraction a/b as the quantity formed by a parts of size 1/b. | **3.0**   1. **What unit fraction is shaded gray?**  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **b. Write the fraction of shaded boxes.**   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2.0**  **a. How many equal parts are below?**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **b. Write the unit fraction for the shaded part below.**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **c. Shade two parts. Write the fraction of the shaded parts.**        **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |