Lesson 15: More Factors, More Problems

Standards Alignments

Addressing   3.OA.A.3, 3.OA.A.4, 3.OA.D.9
Building Towards   3.OA.C.7

Teacher-facing Learning Goals

- Solve multiplication problems.

Student-facing Learning Goals

- Let's solve more multiplication problems.

Lesson Purpose

The purpose of this lesson is for students to solve multiplication problems.

Students write equations with a symbol for the unknown to represent multiplication problems and then solve the problems. As in the previous lesson, some problems are unknown factor problems which students do not relate to division until a future unit. Students put together what they have learned about drawings, diagrams, expressions, and equations to solve multiplication problems.

This lesson has a Student Section Summary.

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

As students worked in their small-groups today, whose ideas were heard, valued, and accepted? How can you adjust the group structure tomorrow to ensure each student's ideas are a part of the collective learning?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Solve the Problem

Standards Alignments

Addressing   3.OA.A.3

Student-facing Task Statement

Solve each problem. Explain or show your reasoning.

1. There are 4 boxes. Each box has 10 toys. How many toys are there?
2. Elena has 10 socks. She puts them in piles of 2. How many piles does she make?

Student Responses

1. 40 toys. Sample response:

10	10	10	10

2. 5 piles. Sample response: $10 = ? \times 2$ I know that 5×2 is 10.