

Lesson 15: Ways to Solve Problems and Show Solutions

Standards Alignments

Addressing 3.MD.A.1, 3.MD.A.2, 3.OA.A.3, 3.OA.C.7

Teacher-facing Learning Goals

- Analyze strategies for solving problems and for presenting solutions.
- Use the four operations to solve one-step word problems involving measurements.

Student-facing Learning Goals

- Let's solve problems about spending a day at the fair and think about how to best show our solutions.

Lesson Purpose

The purpose of this lesson is for students to solve problems using the four operations as they imagine spending a day at the fair.

In previous lessons, students became familiar with and solved problems involving equal groups, time, weight, and liquid volume. In this lesson, students put together the ideas they have learned to consider a variety of mathematical situations that might arise during a day at the fair. Students solve problems as they imagine the course of a day at the fair and create a poster to highlight their mathematical reasoning.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR7 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2
- Tools for creating a visual display: Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	25 min
Activity 2	10 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

As you finish up this unit, reflect on the norms and activities that have supported each student in learning math. How have you seen each student grow as a young mathematician throughout this work? How have you seen yourself grow as a teacher? What will you continue to do and what will you improve upon in the next unit?

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

 5 min

Problem Solving Reflection

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Addressing 3.MD.A.1, 3.MD.A.2, 3.OA.A.3

Student-facing Task Statement

Choose a prompt to respond to. Write a few sentences to reflect on problem solving.

- The most important part of problem solving is to remember . . .
- The most important thing to remember when solving problems like we did in this unit is . . .
- The math in this unit reminded me of ____ from outside of school because . . .

Student Responses

Answers vary.