

Lesson 15: Equal Groups, Larger Numbers

Standards Alignments

Addressing 3.MD.C.7.c, 3.OA.A.3, 3.OA.B.5

Building Towards 3.OA.C.7

Teacher-facing Learning Goals

- Multiply within 100, where one factor is a teen number.

Student-facing Learning Goals

- Let's solve some problems with equal groups that have larger numbers.

Lesson Purpose

The purpose of this lesson is for students to multiply within 100, where one factor is a teen number.

The work of this lesson connects to previous work because students have seen a variety of ways to represent and solve problems in which one of the factors is a teen number. In this lesson students use their choice of strategy and representation to solve these types of problems. Students participate in a gallery walk to highlight different ways that they solved problems with a synthesis that highlights the area diagram to represent one of the problems. Students' attention is drawn to scaling of area diagrams during the warm-up. While it's not important that student representations are exact, it is important that any area diagrams presented to students are to scale.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1
- Sticky notes: Activity 2
- Tools for creating a visual display: Activity 1

Materials to Copy

- Centimeter Grid Paper - Standard (groups of 2): Activity 1

Lesson Timeline

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

Teacher Reflection Question

What question do you wish you had asked today? When and why should you have asked it?

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

 5 min

Find the Area

Standards Alignments

Addressing 3.OA.A.3

Student-facing Task Statement

A rectangle is 6 feet by 15 feet. What is the area of the rectangle? Explain or show your reasoning.

Student Responses

90 square feet. Sample response: $6 \times 10 = 60$, $6 \times 5 = 30$, $60 + 30 = 90$