Grade 3 Unit 4 Relating Multiplication to Division **Learning Target**	**Self Assessment**			
	+ I could teach someone 😄	On my own 😀	With some hints 😊	Not there, YET 🤔
Section A				
Lesson 1: How Many Groups? •I can solve “how many groups?” problems in a way that makes sense to them.				
Lesson 2: How Many in Each Group? • I can solve “how many in each group?” problems in a way that makes sense to them.				
Lesson 3: Division Situation Drawings • I can match division situations to drawings				
• I can understand that there are two types of division situations: an unknown number of groups or an unknown number of objects in each group.				
Lesson 4: Interpret Division Expressions • I can interpret division expressions.				
• I can understand that the same division expression can be used to represent both types of division situations.				
Lesson 5: Write Division Expressions • I can solve “how many groups?” and "how many in each group?" problems.				
• I can write division expressions to represent division situations.				

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Section B				
Lesson 6: Division as an Unknown Factor • I can explain the relationship between the two types of equations. • I can interpret missing factor equations and division equations.				
Lesson 7: Relating Multiplication to Division •I can represent situations involving division using multiplication and division equations with a symbol for the unknown quantity. •I can use multiplication and division within 100 to solve problems involving equal groups.				
Lesson 8: Relating Quotients to Products You Know •I can identify known single-digit multiplication facts. • I can identify related division facts.				
Lesson 9: Strategies and the Multiplication Table •I can identify arithmetic patterns in multiplication.				
Lesson 10: Show Strategies with Area •I can multiply and divide within 100 using strategies based on properties of operations. • I can use area diagrams to represent the distributive property in mathematical reasoning.				
Lesson 11: Number Talks Bonanza •I can use the distributive and associative properties to develop fluency with single digit multiplication facts and related division facts.				

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Section C				
Lesson 12: Solve Problems With Equal Groups • I can multiply within 100, where one factor is a teen number, in a way that makes sense to them.				
Lesson 13: Ways to Represent Multiplication of Teen Numbers •I can make sense of representations of multiplication (base-ten blocks and area diagrams).				
•I can multiply within 100, where one factor is a teen number.				
Lesson 14: Equal Groups, Larger Numbers •I can multiply within 100, where one factor is a teen number.				
Lesson 15: Multiply Multiples of Ten •I can multiply one-digit whole numbers by multiples of 10 in the range of 10–90.				
• I can use strategies to multiply based on place value and the properties of operations.				
Lesson 16: Multiplying Numbers Larger than 20 •I can multiply within 100, where one factor is greater than 20.				
Lesson 17: Use the Four Operations to Solve Problems •I can represent two-step word problems using equations with a letter standing for the unknown quantity.				
•I can solve two-step word problems using the four operations.				

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Section D				
Lesson 18: Solve Division Problems with Larger Quotients •I can solve problems involving division within 100, with quotients over 10, in a way that makes sense to them.				
Lesson 19: Represent Division, Part 1 •I can divide within 100, where the quotient or divisor is a teen number. •I can make sense of representations of division.				
Lesson 20: Represent Division, Part 2 • I can divide within 100, where the quotient or divisor is a teen number. • I can make sense of representations of division.				
Lesson 21: Divide with Larger Numbers • I can divide within 100, where the quotient or divisor is more than 20.				
Lesson 22: Solve Problems Using the Four Operations •I can represent two-step word problems using equations with a letter standing for the unknown quantity. • I can solve two-step word problems using the four operations.				
Lesson 23: School Community Garden • I can represent and solve “How many groups?” and “How many in each group?” problems in a real world context. • I can solve two-step problems in a real world context.				