

G3-M3-Topic A

G3-M3-L1: There's a good chance that the given Sprint will be too challenging for some students. Consider delivering this free Sprint instead - <http://www.teacherbilldavidson.com/multiplication-division-products/skip-count-by-twos>

Also, consider using the attached subset as a lead-in to the Problem Set.

G3-M3-L2-3: Consider changing the units for these lessons, e.g. if students need a lot of practice with sixes, then the lesson could be framed with only sixes, disregarding sevens & eights. Also, consider using the attached subset as a lead-in to the Problem Set.

G3-M3 Subsets

L1

Skip count the first ten multiples of 2, 3, 4, 5, & 10.

2										
3										
4										
5										
10										

L2

Skip count the first ten multiples of 6, 7, 8, & 9.

6										
7										
8										
9										

$6 \times 5 = \underline{\quad\quad\quad}$

$30 + 6 = \underline{\quad\quad\quad}$

$6 \times 6 = \underline{\quad\quad\quad}$

$7 \times 5 = \underline{\quad\quad\quad}$

$35 + 7 = \underline{\quad\quad\quad}$

$7 \times 6 = \underline{\quad\quad\quad}$

$8 \times 5 = \underline{\quad\quad\quad}$

$40 + 8 = \underline{\quad\quad\quad}$

$8 \times 6 = \underline{\quad\quad\quad}$

$9 \times 5 = \underline{\quad\quad\quad}$

$45 + 9 = \underline{\quad\quad\quad}$

$9 \times 6 = \underline{\quad\quad\quad}$

L3

1) $4 + 4 + 4 = \underline{\hspace{2cm}}$

2) $3 \times 4 = \underline{\hspace{2cm}}$

3) $3 \times 4 = a$ $a = \underline{\hspace{2cm}}$

4) $12 \div 3 = \underline{\hspace{2cm}}$

5) $12 \div 3 = b$ $b = \underline{\hspace{2cm}}$

6) $12 \div c = 4$ $c = \underline{\hspace{2cm}}$

7) $12 = d \times 3$ $d = \underline{\hspace{2cm}}$

8) $4 = 12 \div e$ $e = \underline{\hspace{2cm}}$

9) $12 = 4 \times f$ $f = \underline{\hspace{2cm}}$

10) $4 = g \div 3$ $g = \underline{\hspace{2cm}}$