

Grade 3, Module 3: Multiplication and Division with Units of 0, 1, 6-9 and Multiples of 10



What is this module about? In this 25-lesson module, we will go deep into our learning about these two related operations. Students will practice their math facts to become fluent, and will learn several strategies for multiplying and dividing numbers.



What came before this module? We learned more about both measurement and the place value system. We also worked with telling time to the nearest minute and elapsed time.



What comes after this module? We will extend our multiplication skills by studying area and two-dimensional spaces. We will design a floor plan and calculate the area using our multiplication skills.

How can you help at home?

- Continue to review multiplication and division math facts with your student.
- Help your student notice related math facts, e.g., $4 \times 2 = 8$, $4 \times 20 = 80$, $40 \times 2 = 80$.



$$2 \times 3 \text{ ones} = 6 \text{ ones}$$

$$2 \times 3 = 6$$

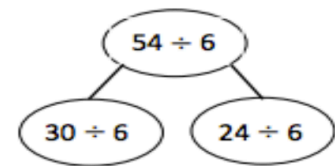


$$2 \times 3 \text{ tens} = 6 \text{ tens}$$

$$2 \times 30 = 60$$

Students will learn to relate simple one-digit facts to similar facts in the place value family.

This is a strategy for division.



Students use facts they already know to help solve an unknown fact.

$$54 \div 6 = (30 \div 6) + (24 \div 6)$$

$$= 5 + 4$$

$$= 9$$

Key Words and Ideas in this Module

- **Array:** a set of numbers or objects that follow a specific pattern
- **Commutative Property:** e.g., $3 \times 2 = 2 \times 3$
- **Distributive Property:** e.g., $12 \times 3 = (10 + 2) \times 3 = (10 \times 3) + (2 \times 3)$
- **Factors:** numbers that are multiplied to obtain a product
- **Multiple:** e.g., multiples of 9 are 18, 27, 36, 45, etc.
- **Number bond:** model used to show part-part-whole relationships
- **Product:** the quantity resulting from multiplying factors
- **Quotient:** the answer when one number is divided by another
- **Tape diagram:** a method for modeling problems

Key Standards in this Module

- Represent and solve problems using multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations
- Use place value understanding and properties of operations to perform multi-digit arithmetic



Spotlight on Math Models

Tape Diagrams

You will often see this mathematical representation throughout the curriculum. It is one of several mathematical “models” that will be used during a student’s elementary years. The tape diagram is a powerful model that students can use to solve various kinds of problems. In earlier grades, tape diagrams are models of addition and subtraction, but now in Grade 3 we will use them to model multiplication and division as well. Tape diagrams are also called “bar models” and consist of a simple bar drawing that students make and adjust to fit a word problem. They then use the drawing to discuss and solve the problem. As students move through the grades, tape diagrams provide an essential bridge to algebra. Below is a sample word problem from Module 3 solved using a tape diagram to show the parts of the problem.



Sample problem from Module 3 (Lesson 11)

Asmir buys 8 boxes of 9 candles for his dad’s birthday. After putting some candles on the cake, there are 28 candles left. How many candles does Asmir use?

