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| **NC.3.OA.3****Field Trip** |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Represent and solve problems involving multiplication and division. |
| **Standard(s)** | **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division.* Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
* Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
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| **Materials** | Paper, pencils, square tiles or other counters, activity sheet or grid paper, or one inch grid white boards and dry-erase markers (optional) |
| **Task** | 1. CC Elementary has 40 third graders. They are taking a field trip to a museum and want to have students in even groups during the tour. What groups could they make?
2. Use your tiles or grid paper to show a model of how they could make the groups. Draw a picture of your solutions. For each solution, write an equation.
3. Write a sentence to explain how you solved the problem.
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| **Rubric** |
| **Level I**Not Yet | 1. **Level II**
2. Progressing
 | **Level III**Meets Expectation |
| * Incorrect answer and work are given.
 | * Finds the correct answer, but there may be inaccuracies or incomplete justification of solution.

**OR*** Uses partially correct work but does not have a correct solution.
 | * Accurately finds the answer (5 groups of 8, 8 groups of 5, 4 groups of 10, 10 groups of 4, 2 groups of 20, or 20 groups of 2).
* Uses an appropriate model to represent and justify the solution. **AND**
* Writes a clear and appropriate sentence about their strategy.
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| **Standards for Mathematical Practice** |
| **1**. **Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

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