

# Lesson 15: Grupos iguales, números más grandes

### Standards Alignments

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| --- | --- |
| 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

* Resolvamos algunos problemas de grupos iguales que tienen números más grandes.

### 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)

5min

Encuentra el área

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.OA.A.3 |

### Student-facing Task Statement

Un rectángulo mide 6 pies por 15 pies. ¿Cuál es el área del rectángulo? Explica o muestra tu razonamiento.

### Student Responses

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