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| **Unit Name:** **Equalities and Inequalities** |
| **Common Core State Standards:****3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the* *unknown number that makes the equation true in each of the equations 8* *× ? = 48, 5 =* 􀃍 *÷ 3, 6 × 6 = ?.* |
| **Essential Vocabulary:*** Equal
* Inequality
* Balanced
* Equation
* Area Problem
* Array Problem
* Repeated Groups
* Variable
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| **Unit Overview:**The students may have some difficulty with the concept of equality because of their prior ideas about what the equals sign (=) means in a math equation. In this unit the students will learn that the equals sign (=) really shows balance between the different sides of an equation. For example in the equation 7 x 8 = 56. The 7 and the 8 make 56 so the equation is 56 = 56 where both sides of the equation are balanced. The students will also see equations like 4 x 7 = 14 x 2. Both sides of the equation again equal 28. The students will also be asked to find equations that show an inequality such as 8 x 7 = 3 x 9. In this equation 56 does not equal 27. The students will be asked to find out the unknown in an equation. For example in the equation 9 x ? = 27 the students can use their knowledge of multiplication and division to solve this problem with the unknown being 3. |
| **Strategies/Skills:*** Multiplication Arrays
* Area Models
* Relationship between multiplication and division
* Knowledge of the symbols less than (< ) , greater than ( >) , and equal to ( =).
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| **Video Support:*** No videos referenced for this unit.
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| **Additional Resources:**If you have limited/no internet access, please contact your child’s teacher for hard copies of the resources listed in this document.* NCDPI Unpacking Document: [3rd Grade Unpacking Document](http://maccss.ncdpi.wikispaces.net/file/view/Unpacking%203%20July%202013.pdf/443030266/Unpacking%203%20July%202013.pdf)
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