

MAKING A QUILT

Multiplication

Episode 214: Blossom and Snappy Redecorate, Part Two
3rd Grade

Georgia Performance Standards

- M3N3a Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition
- M3N3g Solve problems requiring multiplication
- M3M4a Understand the meaning of the square unit and measurement in area

Objective

- The students will determine the number of small squares (6 square inches) Robbie would need to make a quilt that is 6 square feet in area.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 214
- Paper, pencils
- Various manipulatives

Procedure

Opening

- Pose the problem, if we wanted to make a quilt that was six feet in area, and we were going to use little squares that were six square inches, how many would we need?

Work time

- Put students in groups of three to complete this task. They may use whatever manipulatives they need in order to solve the task. They are required to document their work on paper and be able to explain what they did to solve the problem.

Closing

- Choose several students to share with the class how they solved the problem.
- View *Count On It!* 214 clip "Making a Quilt" (VHS 9:03 – 12:11) to see how Snappy solved the same problem.

Assessment

- Work may be taken up for a grade
- Teacher observation/documentation on student rubric used by your school/county during opening, work time, and closing (sample rubric can be found on our website)