

**BASKETBALL**  
Number sense**Episode 217: Blossom and Snappy Learn About Planning**  
**3<sup>rd</sup> Grade****Georgia Performance Standards**

- M3N2 Students will further develop their skills of addition and subtraction and apply them in problem solving
- M3N3b Know the multiplication facts with understanding and fluency to 10x10
- M3N3f Use mental math and estimation strategies to multiply
- M3N3g Solve problems requiring multiplication

**Objective**

- The students will determine different possible scoring possibilities given a final score of a game.

**Materials**

- TV/VCR or Computer/LCD projector
- Video *Count On It!* 217
- Any manipulatives available within the room
- Pencil, paper

**Procedure***Opening*

- Show *Count On It!* 215 clip “Basketball” (VHS 3:35 – 5:31).

*Work time*

- Individually, in pairs, or in small groups (teacher’s choice), students solve the following task:

In the basketball game between the Ravens and the Hawks, the final score was 27 to 45, the Hawks winning. What are all of the possible ways that the Hawks could have scored? For example, they could have made 21 two-point shots and 1 three-point shot equaling 45 points. What are all of the possible ways the Ravens could have come up with 27 points? How many possible outcomes to a game with this final score could there have been?

- Students document their thinking while they work. You walk around monitoring, encouraging students to organize their thoughts.

### *Closing*

- Bring the class to the carpet. Have a class discussion on their findings today. Chart the results as you have the class discussion to hang in the classroom for future reference.

### **Assessment**

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)
- Assess the work completed