

×	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36

Class Celebration Planner

3rd Grade Math Project · Events & Planning

Grade 3 · Advanced

Name: _____ Date: _____ Class: _____

The Challenge

Our class earned a celebration! You are on the planning team with a budget to manage.

You will make: Celebration Plan

I can…

- I can find an unknown number in a multiplication or division equation.
- I can multiply a one-digit number by a multiple of 10.
- I can write and solve an equation with a letter for a two-step problem and check that the answer is reasonable.

Materials

- Pencil
- Planning sheet

Steps

1. Part 1: Supply Packs
2. Part 2: Mystery Numbers
3. Part 3: Tens Shopping
4. Part 4: Budget
5. Part 5: Design Challenge
6. Check your work and share your celebration plan.

Part 1: Supply Packs

There are 27 students. Cups come in packs of 6.

1. How many packs are needed so every student gets a cup? (Write ? × 6 ≥ 27.)

2. How many cups will be left over?

Part 2: Mystery Numbers

Find each unknown.

3. 6 × n = 48

4. n ÷ 4 = 7

5. 54 = 2 × n

Part 3: Tens Shopping

Balloons come in bags of 20, 30 or 40.

6. What is 4 × 30?

7. What is 6 × 40?

8. How many balloons are in 3 bags of 20 and 2 bags of 30?

Part 4: Budget

The class has 150 dollars. Pizza costs 40 dollars each and cup packs cost 6 dollars each.

9. Write an equation for the money left after 2 pizzas and 5 cup packs. Use m for the money left.

10. Solve for m.

11. Is your answer reasonable? Explain with an estimate.

Part 5: Design Challenge

Spend the leftover 40 dollars on games that cost 7 dollars and prizes that cost 4 dollars.

12. Find a combination that spends as much as possible without going over. Show the equation.

13. Explain why your plan is the best one.

Extension Challenge

Products in the 5s column end in 0 or 5. Explain why using $5 \times n = 10 \times n - 5 \times n$ or half of $10 \times n$.

How your project will be scored

Learning target	4 Exceeds	3 Meets	2 Approaching	1 Beginning
I can find an unknown number in a multiplication or division equation.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can multiply a one-digit number by a multiple of 10.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can write and solve an equation with a letter for a two-step problem and check that the answer is reasonable.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can explain my thinking with pictures, numbers and words.	Clear for every part	Clear for most parts	Some explanation	Little explanation
My celebration plan is complete and matches my math.	Complete, neat, accurate	Complete	Partly complete	Not complete