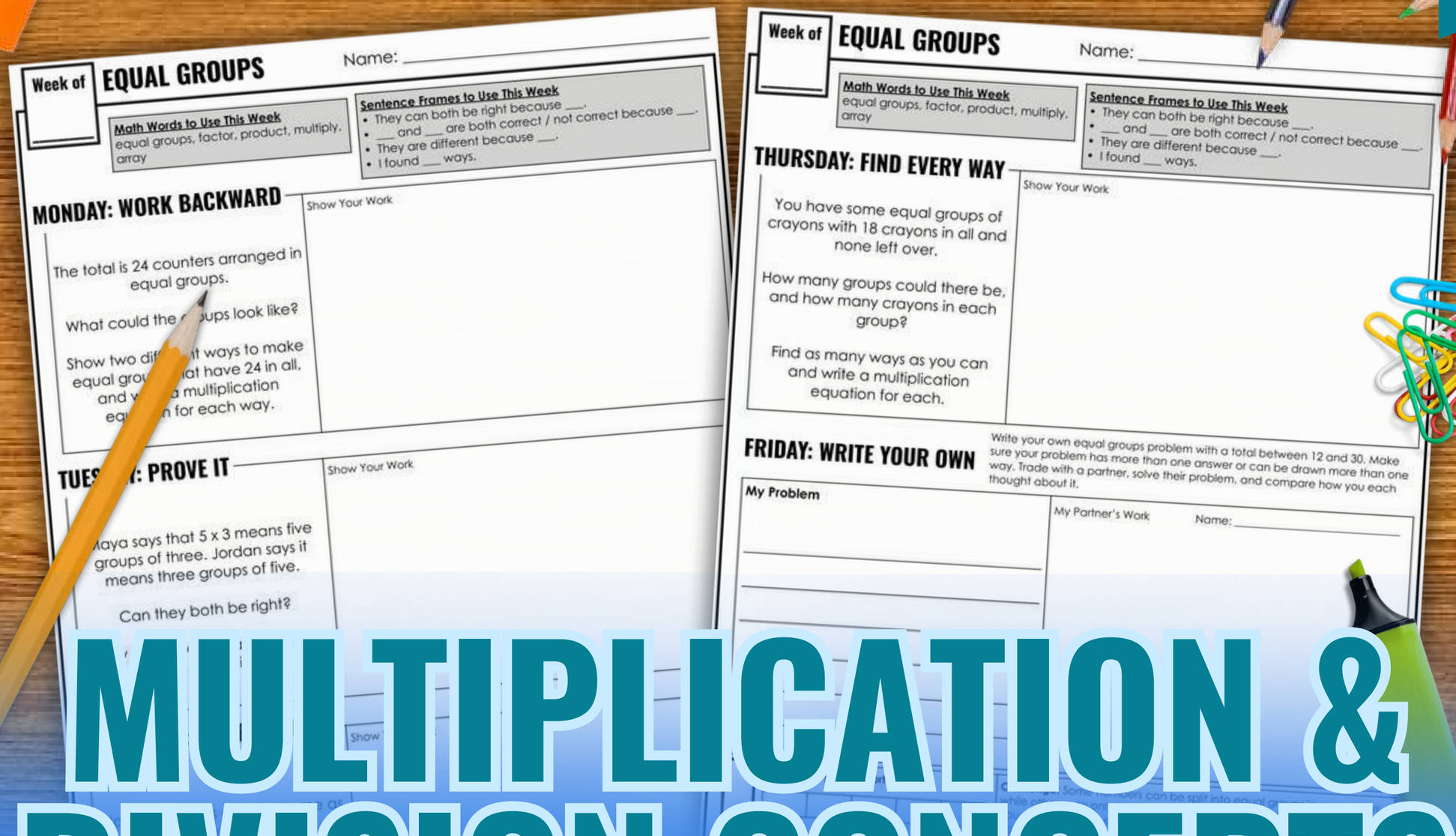
OPEN-ENDED MATH PROBLEMS

3RD GRADE



MULTIPLICATION & DIVISION CONCEPTS

KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

5 Weeks of Math Activities

- Week 1: Equal Groups
- Week 2: Sharing & Grouping
- Week 3: Multiplication & Division Stories
- Week 4: The Missing Number
- Week 5: UNIT 1: Spiral Review

Daily Problem Solving

- Monday: Work Backward
- Tuesday: Prove It
- Wednesday: Compare It
- Thursday: Find Every Way
- Friday: Write Your Own



OPEN-ENDED MATH PROBLEMS WORKSHEET

MONDAY:WORK BACKWARD

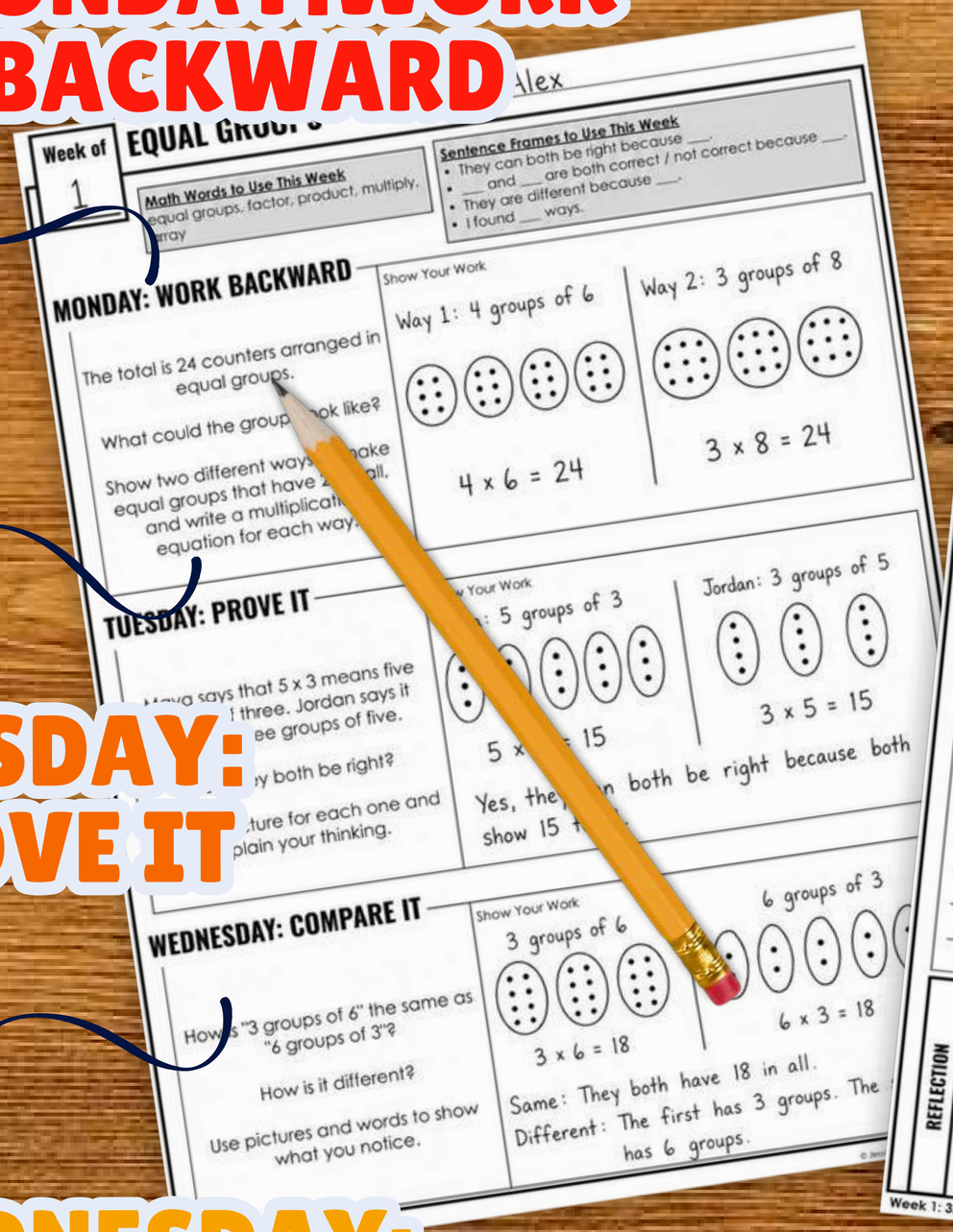
TUESDAY: PROVE IT

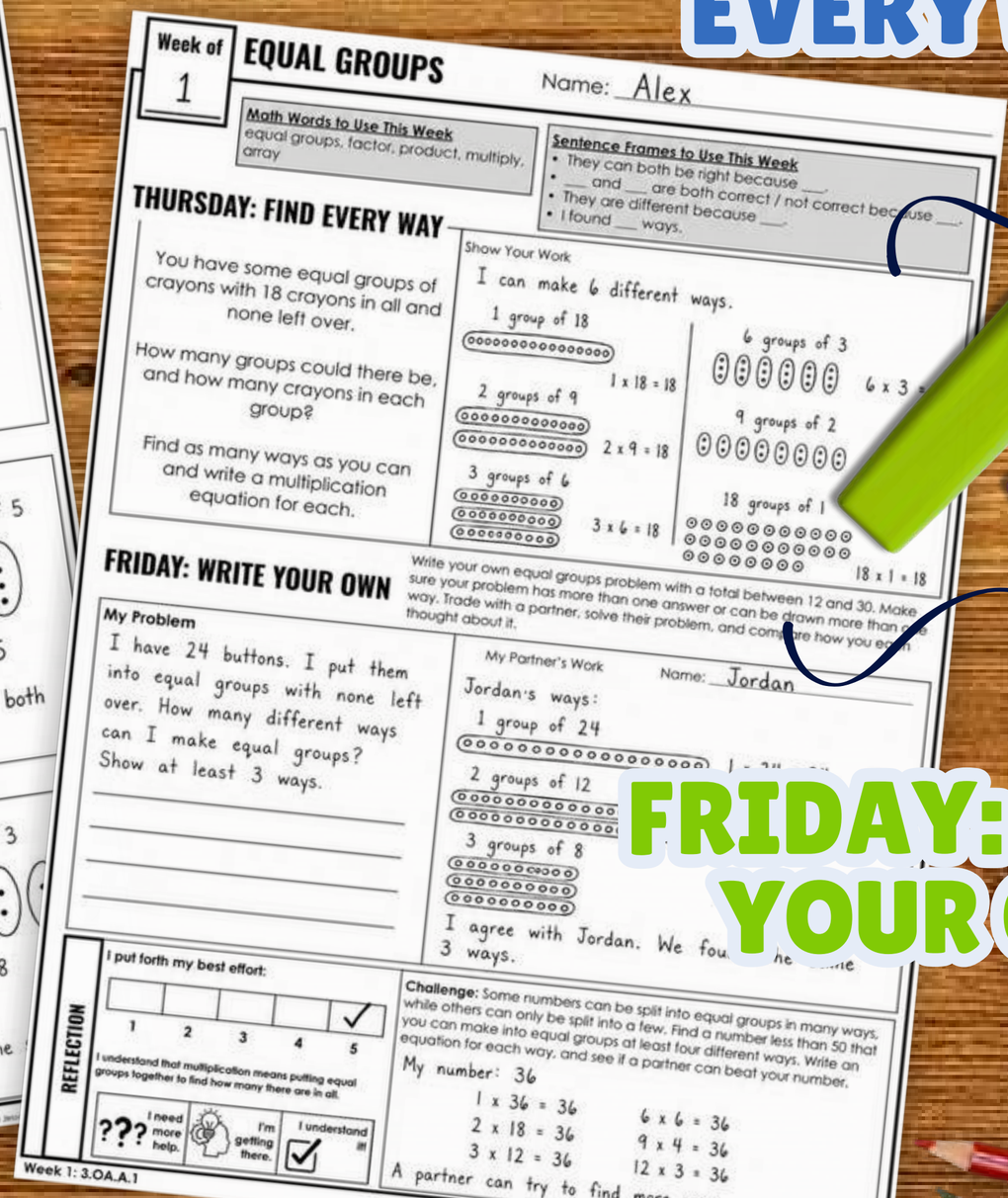
WEDNESDAY: COMPARE IT

THURSDAY: FIND EVERY WAY

FRIDAY: WRITE YOUR OWN

REFLECTION





2 LABEL OPTIONS

Week of

THE MISSING NUMBER Name: _____

Math Words to Use This Week
factor, product, quotient, missing number, equation

Sentence Frames to Use This Week
- The missing number is ___ because ___.
- I used ___ to find it.
- Multiplication and division help me because ___.
- I found ___ ways.

MONDAY: WORK BACKWARD

The missing number in an equation is 8.

Write three different equations where 8 is the missing number.

Use both multiplication and division. For example, one could look like 5 x ___ = 40.

Show Your Work

TUESDAY: PROVE IT

In the equation 4 x ___ = 32, the missing number is 8.

Show two different ways to prove that the missing number must be 8.

You could use a picture, an array, skip counting, or a related fact.

Show Your Work

WEDNESDAY: COMPARE IT

Show Your Work

Week 4: 3.OA.A.4

WEEKDAY LABEL

Week of

THE MISSING NUMBER Name: _____

Math Words to Use This Week
factor, product, quotient, missing number, equation

Sentence Frames to Use This Week
- The missing number is ___ because ___.
- I used ___ to find it.
- Multiplication and division help me because ___.
- I found ___ ways.

DAY 1: WORK BACKWARD

The missing number in an equation is 8.

Write three different equations where 8 is the missing number.

Use both multiplication and division. For example, one could look like 5 x ___ = 40.

Show Your Work

DAY 2: PROVE IT

In the equation 4 x ___ = 32, the missing number is 8.

Show two different ways to prove that the missing number must be 8.

You could use a picture, an array, skip counting, or a related fact.

Show Your Work

DAY 3: COMPARE IT

How is finding the missing number in 6 x ___ = 42 the same as finding the missing number in 42 ÷ 6 = ___?

How is it different? Explain how multiplication and division help you with both.

Show Your Work

Week 4: 3.OA.A.4

DAY 1–5 LABEL

WAYS TO USE IN THE CLASSROOM

- **Morning Work–** Start each day with meaningful math thinking.
- **Math Centers–** Perfect for independent or partner math stations.
- **Independent Practice–** Students apply concepts using open-ended tasks.
- **Small Groups–** Encourage discussion, reasoning, and collaboration.
- **Homework–** Extend learning with rich, thought-provoking practice.

YOU WILL LOVE THIS BECAUSE



Builds Mathematical Reasoning

Students explain, justify, and defend their thinking while developing a deeper understanding of multiplication and division concepts through meaningful problem solving.



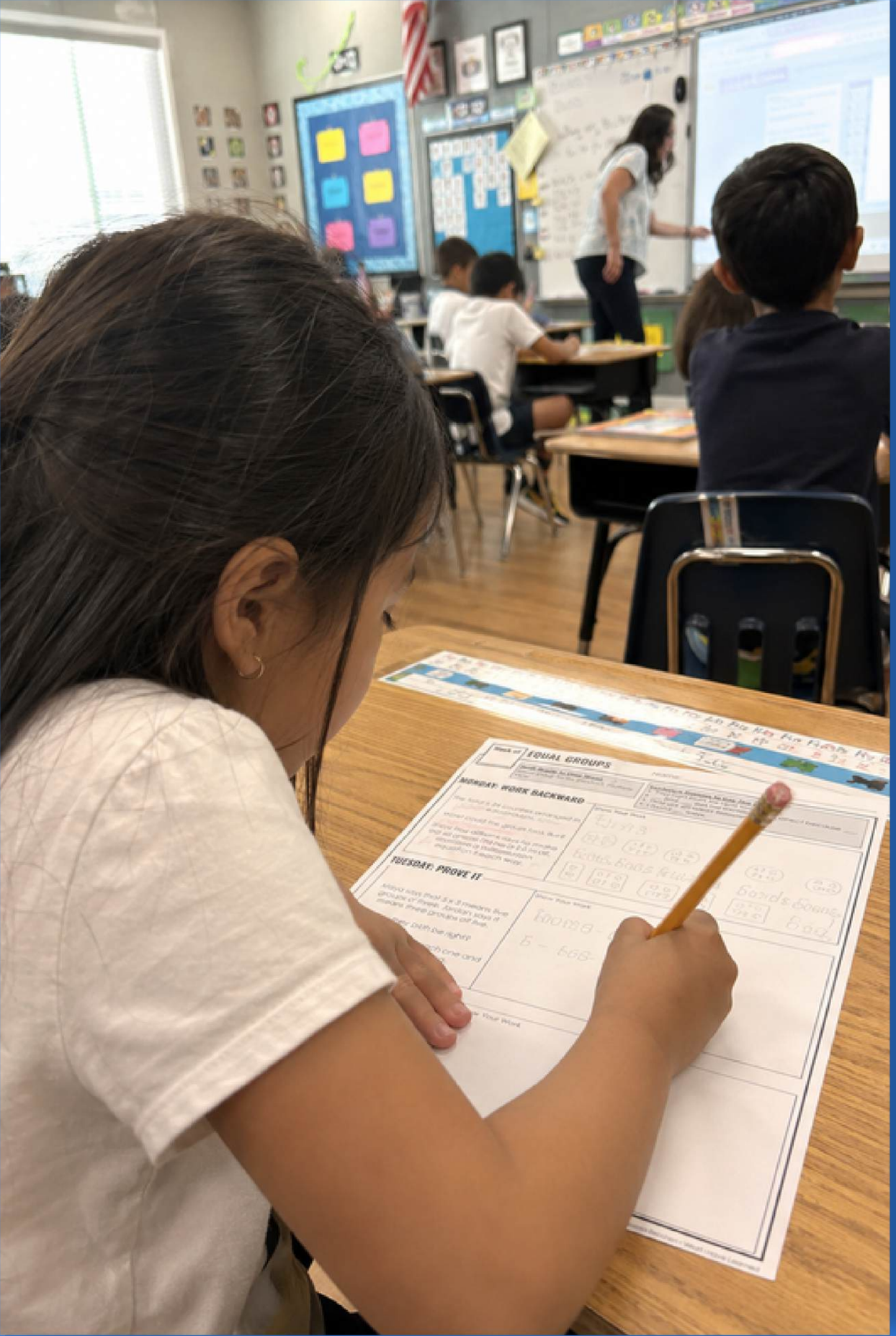
Encourages Flexible Thinking

Open-ended tasks allow multiple solution paths, helping students explore strategies, make connections, and think beyond finding one correct answer.



Easy to Fit Into Any Lesson

Use as morning work, math centers, small groups, independent practice, homework, or quick formative assessments with minimal preparation.



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My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED