Ms. Baker

Math Lesson Plans

09/22-09/26

Properties of Multiplication and Division

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|  | Monday09/22 | Tuesday09/23 | Wednesday09/24 | Thursday09/25 | Friday09/26 |
| ContentObjective | TSWBAT Interpret the meaning of factors—the size of the group or the number of groupsby completing 6-word problems with 95% accuracyReview multiplication table  | TSWBAT Understand the meaning of the unknown as the size of the group in division bycompleting 10 problems with 100% accuracyReview multiplication table | TSWBATUnderstand the meaning of the unknown as the number of groups in divisionbyUsing the chart to complete the blanks in the equations with 95% accuracy Review multiplication table | TSWBATInterpret the unknown in division using the array modelby Using the chart to complete the equationsReview multiplication table  | Review and test and Review multiplication table |
| LanguageObjective | TSWBAT orally explain the meaning of the word factor **by** using and sharing the stem sentence with their A/B partner “the word factor means …….” | TSWBAT **orally**Explain the meaning of the unknown **by** using and sharing the stem sentence with their A/B partner “unknown in math problems means ….” | TSWBAT **orally**describe the meaning of the size of group **by** sharing the steam sentence with their A/B partner “I can identify the size of the group by ….” | TSWBAT Orally give two to three examples of division by using and sharing the stem sentence with their A/B partner “one example of division problem is ….” | Review and write down vocabulary words  |
| **Key****Vocabulary** | Multiplication Array Model Factor Size of the group | Multiplication Array Model Factor Size of the group | Multiplication Array Model Factor Size of the group | Multiplication Array Model Factor Size of the group | Multiplication Array Model Factor Size of the group |

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| **Common Core Standard** **Operations & Algebraic Thinking » Represent and solve problems involving multiplication and division.** | CCSS.MATH.CONTENT.3.OA.A.7Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | CCSS.MATH.CONTENT.3.OA.A.7Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | CCSS.MATH.CONTENT.3.OA.A.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | CCSS.MATH.CONTENT.3.OA.A.7Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | CCSS.MATH.CONTENT.3.OA.A.7Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. |

 ***Lesson plans are subject to change at teacher’s discretion due to unforeseen events.***