Ms. Baker

Math Lesson Plans

09/22-09/26

Properties of Multiplication and Division

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|  | Monday  09/22 | Tuesday  09/23 | Wednesday  09/24 | Thursday  09/25 | Friday  09/26 |
| Content  Objective | TSWBAT  Interpret the meaning of factors—the size of the group or the number of groups  by completing 6-word problems with 95% accuracy  Review multiplication table | TSWBAT  Understand the meaning of the unknown as the size of the group in division  by  completing 10 problems with 100% accuracy  Review multiplication table | TSWBAT  Understand the meaning of the unknown as the number of groups in division  by  Using the chart to complete the blanks in the equations with 95% accuracy  Review multiplication table | TSWBAT  Interpret the unknown in division using the array model  by Using the chart to complete the equations  Review multiplication table | Review and test and  Review multiplication table |
| Language  Objective | 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.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.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.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.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.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. |

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