Ms.  Baker

Math Lesson Plans

06/10-06/14

Properties of Multiplication and Division

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|  | Monday  06/10 | Tuesday  06/11 | Wednesday  06/12 | Thursday  06/13 | Friday  06/14 |
| Content  Objective | TSWBAT  Model tiling with centimeter and inch unit squares as a strategy to measure area by solving 7 problems with 100% accuracy | TSWBT  Model tiling with centimeter and inch unit squares as a strategy to measure area by solving 6-word problems with 100% accuracy | TSWAT apply knowledge of area to find the area of give floor plan by solving 6 word problems with 100% accuracy | Field Day | Review |
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| Language  Objective | TSWBAT  **orally**  Identify patterns in multiplication and division  **by** using patterns and sharing the stem sentence with their A/B partner “I can find the area of rectangle by ….” | TSWBAT  **orally**  Identify centimeter as a measurement unite  **by** using patterns and sharing the stem sentence with their A/B partner “ centimeter is  ….” | TSWBAT  Orally  Explain their strategy to solve word problem by using and sharing the stem sentence with their A/B partner “I can solve the problem by ….” |  |  |
| **Key**  **Vocabulary** |  | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property |

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| **Common Core Standard**    **Operations & Algebraic Thinking » Represent and solve problems involving multiplication and division.** | CCSS.MATH.  all | 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. | 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. |