Ms.  Baker

Math Lesson Plans

06/10-06/14

Properties of Multiplication and Division

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|  | Monday06/10 | Tuesday06/11 | Wednesday06/12 | Thursday06/13 | Friday06/14 |
| ContentObjective |  TSWBATModel tiling with centimeter and inch unit squares as a strategy to measure area by solving 7 problems with 100% accuracy  | TSWBTModel 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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| LanguageObjective | 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 sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative property Disruptive property Communitive property  | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative property Disruptive property Communitive property | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative property Disruptive property Communitive property | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative 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.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. | 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. |