Ms.  Baker

Math Lesson Plans

05/06-05/10

Properties of Multiplication and Division

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|  | Monday  05/06 | Tuesday  05/07 | Wednesday  05/08 | Thursday  05/09 | Friday  05/10 |
| Content  Objective | TSWBAT demonstrate an understanding of the unknown in multiplication and division to model by completing 10 word problems with 95% accuracy | TSWBAT reason about and explain arithmetic patterns using units  of 0 and 1 as they relate to multiplication and division **by** determine whether the equations are true or falsewith 100% accuracy | TSWBAT demonstrate the ability to Identify patterns in multiplication and division facts using the multiplication tableby writing the products into the chart as facts with 100% accuracy | TSWBAT  Solve two-step word problems involving all four operations and assess the reasonableness of solutions  by completing 6 word problems with 95% accuracy | TSWBAT  multiply by multiples of 10 using the place value chart by  using the chart to complete the blanks in the equationswith 100% accuracy |
| Language  Objective | TSWBAT **orally state** the meaning of the unknown in multiplication and division by using and sharing the stem sentence with their A/Bpartner “the unknown means…..” | TSWBAT **orally explain** the meaning of  Arithmetic patterns byusing and sharing the stem sentence with their A/B partner “arithmetic patterns is……” | TSWBAT **orally describe** patterns in multiplication and division  **by** using and sharing the stem sentence with their A/B partner  **“** I can describe the patterns in multiplication as …” | TSWBAT **orally explain** the two-step needed to solve word problems involving all four operations  **by** using and sharing the stem sentence with their A/B partner “the two steps needed to solve word problems are …….” | TSWBAT **orally**  multiply by multiples of 10 **by** using and sharing the stem sentence with their A/B partner “multiples of 10 mean ….” |
| **Key**  **Vocabulary** | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value |

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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. |