04/ 08-04/12

Properties of Multiplication and Division

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|  | Monday  04/08 | Tuesday  04/09 | Wednesday  04/10 | Thursday  04/11 | Friday  04/12 |
| Content  Objective | Students will be able to demonstrate an understanding of multiplication by **completing the problem set with 90%  accuracy**  **( allotted 10 minutes)** | Students will be able to relate multiplication to the array model by **drawing equal groups as arrays with 90% accuracy** | Students will be able to interpret products of whole numbers (interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each) by **solving the problem set with their A/B partner with 95% accuracy** | Students will be able to understand the meaning of the Unknown as the size of a group in the division **by illustrating their division sentences and present it to the group with 100% accuracy** | Students will be able to **develop an understanding** of the meaning of the unknown as the number groups in the division by completing 5-word problems with 90% accuracy |
| Language  Objective | Students will be able to **orally state** their understanding of the relationship between repeated addition, counting groups in unit form, and multiplication  multiplication **by** **sharing with their A/B partner using the steam sentence” 3 times 4 means….”** | Students will be able to **orally describe** how to relate multiplication to array model **by sharing with their A/B partner using the steam sentence “ 4 rows of stars means ….”** | Students will be able to **orally define** the meaning of products of whole numbers **by** **sharing the meaning with their A/B partner** **using the steam sentence ” a good example of the meaning of the word  Product is…... ”** | Students will be able **to speak** **and listen to** different groups sharing their division sentences presentation **by actively participating in a group presentation** | Students will be able to **orally give feedback** to their partner on their understanding of the unknown as groups of division **by comparing answers with a partner before going over answers as a  whole class** |
| Key  Vocabulary | Multiple  Product  Multiplication  Representation  Repeated Addition | Array Model  Representation  Row  Multiplication  Expression | Factors  Product  Equal groups  columns  Group counting | Unknown  Division  Repeated Addition  Multiplication | Group counting  Equal group  Repeated Addition  Product  Array model |

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| Common Core Standard  Represent and solve problems involving multiplication and division. | [CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. | [CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. | [CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. | [CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. |