Ms.  Baker

Math Lesson Plans

04/29-05/03

Properties of Multiplication and Division

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|  | Monday04/29 | Tuesday04/30 | Wednesday05/01 | Thursday05/02 | Friday05/03 |
| ContentObjective | TSWBAT demonstrate an ability to **Identify and use arithmetic patterns to multiply by** solving seven-word problems with  100% accuracy  | TSWBAT demonstrate an ability to **Interpret the unknown in multiplication and division  by** answering the mental math problems with 100 % accuracy | Fieldtrip MudHens game   | review and unit test  | Fieldtripthe Diamond Jack  |
| LanguageObjective | TSWBAT **orally explain** the meaning of arithmetic pattern by using and sharing **the stem** sentence with their A/B partner “I can define arithmetic pattern as ……..” | TSWBAT **orally interpret** the meaning of the unknown in multiplication and division **by** using and sharing **the stem** sentence with their A/B partner “I can interpret the unknown in multiplication and division as a ….”   |  |  |  |
| KeyVocabulary | Arithmetic patternunknown multiplication division associative propertydistributive propertyParenthesesFactors  | Arithmetic patternunknown multiplication division  Array Modelassociative propertydistributive propertyParentheses |  |  |  |

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| Common Core Standard Operations & Algebraic Thinking » Represent and solve problems involving multiplication and division. | [CCSS.MATH.CONTENT.3.OA.C.7](http://www.corestandards.org/Math/Content/3/OA/#CCSS.Math.Content.3.OA.C.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.C.7](http://www.corestandards.org/Math/Content/3/OA/#CCSS.Math.Content.3.OA.C.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. |  |  |