Ms.  Baker

Math Lesson Plans

04/29-05/03

Properties of Multiplication and Division

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|  | Monday  04/29 | Tuesday  04/30 | Wednesday  05/01 | Thursday  05/02 | Friday  05/03 |
| Content  Objective | 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 | Fieldtrip  the Diamond Jack |
| Language  Objective | 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 ….” |  |  |  |
| Key  Vocabulary | Arithmetic pattern  unknown multiplication division  associative property  distributive property  Parentheses  Factors | Arithmetic pattern  unknown multiplication division  Array Model  associative property  distributive property  Parentheses |  |  |  |

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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. |  |  |