Ms.  Baker

Math Lesson Plans

05/20-05/24

Properties of Multiplication and Division

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|  | Monday05/20 | Tuesday05/21 | Wednesday05/22 | Thursday05/23 | Friday05/24 |
| ContentObjective | TSWBAT  multiply by multiples of 10 using the place value chart byusing the chart to complete the blanks in the equationswith 100% accuracy | TSWBATdemonstrate the ability to Multiply by multiples of 10 using the place value chart byUsing  the chart to complete the blanks in the equations with 95% accuracy | TSWBATUse place value strategies and the associative property *n* × (*m* × 10) = (*n* × *m*) × 10 (where *n* and *m* are less than 10) to multiply by multiples of 10 by Using  the chart to complete the equations | TSWBTSolve two-step word problems involving multiplying single-digit factors and multiples of 10 by solving 6-word problems with 100% accuracy   | Review and test  |
| LanguageObjective | TSWBAT **orally**Multiply by multiples of 10 **by** using and sharing the stem sentence with their A/B partner “multiples of 10 mean ….” | TSWBAT **orally**Identify patterns in multiplication and division **by** using patterns and sharing the stem sentence with their A/B partner “I can identify patterns in multiplication in a division by  ….” | TSWBAT Orally Explain their strategy to solve equations by using and sharing the stem sentence with their A/B partner “I can solve the equation by ….” | 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 value | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place value | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place value | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place value | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place 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.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.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.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.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.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. |