Ms.  Baker

Math Lesson Plans

05/20-05/24

Properties of Multiplication and Division

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday  05/20 | Tuesday  05/21 | Wednesday  05/22 | Thursday  05/23 | Friday  05/24 |
| Content  Objective | TSWBAT  multiply by multiples of 10 using the place value chart by  using the chart to complete the blanks in the equationswith 100% accuracy | TSWBAT  demonstrate the ability to  Multiply by multiples of 10 using the place value chart by  Using  the chart to complete the blanks in the equations with 95% accuracy | TSWBAT  Use 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 | TSWBT  Solve two-step word problems involving multiplying single-digit factors and multiples of 10 by solving 6-word problems with 100% accuracy | Review and test |
| Language  Objective | 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 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |