Ms.  Baker

Math Lesson Plans

05/28-05/31

Properties of Multiplication and Division

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|  | Monday05/27 | Tuesday05/28 | Wednesday05/29 | Thursday05/30 | Friday05/31 |
| ContentObjective |  | TSWBAT demonstrate the ability to 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 byUsing  the chart to complete the blanks in the equations with 95% accuracy | Fieldtrip  | TSWBTSolve two-step word problems involving multiplying single-digit factors and multiples of 10 by solving 6-word problems with 100% accuracy   | Review & quiz  |
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| LanguageObjective |  | 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 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 valueAssociative property Disruptive property Communitive property  |  | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative property Disruptive property Communitive property | Division sentenceMultiplication sentenceUnknownArithmetic patternParenthesesMultiples of 10Place valueAssociative property Disruptive property Communitive property |

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| **Common Core Standard** **Operations & Algebraic Thinking » Represent and solve problems involving multiplication and division.** | CCSS.MATH. all  | 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. | 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. |