Ms.  Baker

Math Lesson Plans

05/28-05/31

Properties of Multiplication and Division

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|  | Monday  05/27 | Tuesday  05/28 | Wednesday  05/29 | Thursday  05/30 | Friday  05/31 |
| Content  Objective |  | 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 by  Using  the chart to complete the blanks in the equations with 95% accuracy | Fieldtrip | TSWBT  Solve 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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| Language  Objective |  | 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 sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property |  | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative property  Disruptive property  Communitive property | Division sentence  Multiplication sentence  Unknown  Arithmetic pattern  Parentheses  Multiples of 10  Place value  Associative 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.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. | 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. |