

3 d a y s	<p>EQ: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>problems, practice, videos, games, logic puzzles</p> <p>www.superteacherworksheets.com Smart Board activity</p>		<p>Dice Activities for Multiplication</p>	<p>cafeteria each seat 8 students. If there are 68 students in the cafeteria, what is the smallest number of tables needed? Explain your answer with words and pictures.</p> <p>Prompt #128: Ms. Scott put 60 choir students into 5 equal groups. She then divided each group into trios. If Ms. Scott needs a set of sheet music for each trio, how many sets of sheet music does she need for the choir in all? How do you know?</p>		
3 2 d a y s	<p>I can apply properties of operations as strategies to multiply and divide (ex: Commutative, Associative, and Distributive) (3.OA.5)</p> <p>EQ: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>www.khanacademy.org/commoncore#grade-3 video and exercise for standard</p> <p>www.ixl.com – use to practice the properties</p> <p>www.aaa.com - properties definitions and interactive games</p>	<p>Commutative Property, Associative Property, Distributive Property</p>	<p>Vocabulary Notebook</p> <p>Think-Pair-Share with math journal prompts</p>	<p>Interactive Word Wall</p> <p>Daily Math Journal Prompt #92: Sue says that 3×9 is the same as 9×3. Is she right? Use words and pictures to explain your answer.</p> <p>Prompt #107 (commutative): Tell two ways to solve the multiplication</p>	<p>S-Common Assessment</p> <p>Can use Daily Math Prompts as an assessment tool</p>	<p>Skills Groups Math Intervention</p>

		YouTube video over distributive property			<p>problem (14x5). Use one method to solve the problem, and then check your answer by using the other method.</p> <p>Prompt #106 (distributive): Is the product of (8x6)x5 less than, greater than, or equal to the product of (5x6)x8? How do you know?</p> <p>Prompt #101 (commutative): Write a multiplication problem that has a product of 30. Then write a word problem to match it. (? + ? = 30)</p>	
4 3 d a y s	<p>I can understand quotients as the number of shares or the number of groups when a set of objects is divided equally. (3.OA.2)</p> <p>EQ: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>www.khanacademy.org/commoncore#grade-3 video and exercise for standard</p> <p>brainpopjr video on equal shares and repeated subtraction</p> <p>www.superteacherworksheets.com - SmartBoard activities under</p>		Think-Pair-Share with math journal prompts	<p>Daily Math Journal</p> <p>Prompt #97: Dillon sorts his bottle caps into 4 groups of 8. He says that he can find the total number of bottle caps by doubling 2x8. Is he right? Explain</p> <p>Prompt #93: Taylor needs to add 8 buttons to each of 9 shirts. How many buttons will she</p>	<p>S-Common Assessment</p> <p>Can use Daily Math Prompts as an assessment tool</p>

		multiplication			need in all? Write a number sentence and draw a picture to show your answer.		
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