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| **DAY** | **TOPIC/FOCUS ALONG WITH THE STATE STANDARD THAT IS ADDRESED** (WHAT IS THE STATE STANDARD YOU ARE ADDRESSING AND THE MAIN CONCEPT(S) FROM THE STATE STANDARDS THAT YOU WILL TEACH?) | **LEARNING OBJECTIVES** (WHAT ARE THE LEARNING OBJECTIVES INCLUDED UNDER THE MAIN CONTENT?) | **ACTIVITIES/PROCEDURE AND RESOURCES**  (WHAT INSTRUCTIONAL STRATEGIES WILL YOU USE? WHAT MATERIALS WILL YOU NEED?) | ASSESSMENTS(HOW WILL YOU ASSESS STUDENT LEARNING?(NOTE THAT YOU DO NOT NEED TO ASSESS EVERYDAY…..THOUGH YOU WILL NEED A MINIMUM OF 3 ASSESSMENTS) Formative Summative | |
| **Monday** | **Topic:** Visualizing and Representing Multiplication as repeated addition of identically sized groups  **Standard:**[CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. | Students will identify and represent multiplication problems as a number of groups multiplied by a set number of items in each group | Students will engage in an interactive, student-centered desmos activity where they identify groups, number of items in each group, and product as a review of the fundamental properties of mathematics | Teacher will monitor student progress live in Desmos. Students should respond correctly to 80% of the questions. One-on-one intervention via zoom will be provided as a follow-up to students who do not score an 80% |  |
| **Tuesday** | **Topic:** Solving Simple Multiplication Problems in the context of word problems  **Standard:** [CCSS.MATH.CONTENT.3.OA.A.3](http://www.corestandards.org/Math/Content/3/OA/A/3/)  Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 | Students will determine the answer to word problems involving simple multiplication | Students will complete a guided worksheet while watching an instructional tutorial. After doing so, students will complete a short formative assessment independently |  | Students will complete an independent worksheet involving multiplication word problems. Students should score an 80% or higher (⅘ correct). Those who do not will receive one-on-one intervention via a zoom session |
| **Wednesday** | **Topic:** Demonstrating Understanding of the Commutative Property of Mathematics  **Standard:** [CCSS.MATH.CONTENT.3.OA.B.5](http://www.corestandards.org/Math/Content/3/OA/B/5/)  Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* | Students will apply the commutative property of mathematics with the aid of arrays | Students will watch a tutorial on using arrays to visualize and comprehend the commutative property of multiplication and then apply these principles in an independent activity |  | Students will complete an independent assessment in google forms. Students should score a 75% or higher (¾ correct).Those who do not will receive one-on-one intervention via a zoom session |
| **Thursday** | **Topic:** Using Base Ten Understanding to do Mental Multiplication  **Standard:** [CCSS.MATH.CONTENT.3.NBT.A.3](http://www.corestandards.org/Math/Content/3/NBT/A/3/)  Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. | Students will use base ten understanding to write two-digit benchmark numbers as a single digit number with a tens place value as the unit in order to do some quick mental math | Students will watch a short instructional video on Khan Academy and then complete a short assessment in google forms demonstrating their understanding of using base ten units and their multiplication tables to mentally compute products |  | Students will complete an independent assessment in google forms. Students should score a 75% or higher (¾ correct).Those who do not will receive one-on-one intervention via Zoom. |
| **Friday** | Topic: Reviewing the Week’s Multiplication Topics  Standards:  [CCSS.MATH.CONTENT.3.NBT.A.3](http://www.corestandards.org/Math/Content/3/NBT/A/3/)  Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.  [CCSS.MATH.CONTENT.3.OA.B.5](http://www.corestandards.org/Math/Content/3/OA/B/5/)  Apply properties of operations as strategies to multiply and divide.  [CCSS.MATH.CONTENT.3.OA.A.3](http://www.corestandards.org/Math/Content/3/OA/A/3/)  Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **Standard:**[CCSS.MATH.CONTENT.3.OA.A.1](http://www.corestandards.org/Math/Content/3/OA/A/1/)  Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. | Students will demonstrate a comprehensive understanding of the week’s multiplication strategies | The teacher will conduct a live zoom session where she completes a review sheet with the students. | The teacher will be monitoring student participation and frequently ask them to hit the raise their hand button in zoom to indicate that they understand the problem being investigated. Before moving on to the next problem in the review sheet, the teacher will make sure that 80% of the class expresses understanding. For those students not expressing understanding, the teacher will conduct separate, one-on-one intervention during another Zoom session, |  |