3rd Grade

Created By:
Misty Pohly

RELATING MULTIPLICATION TO DIVISION

Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
Exit Tickets

I Plan ~ You Teach

Helping you live your life
AND
be the math teacher that gets results

Are You Ready For Help?

Click the links for Lesson Plans that align with TEXAS TEKS!

- 2nd Grade Math Lesson Plans
- 3rd Grade Math Lesson Plans
- 4th Grade Math Lesson Plans
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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~
SACRIFICING your time with your family and friends
to ensure success for ALL of OUR Children.

Want to know when sales are happening? Click links to follow

Relating Multiplication to Division

Name	1	2	3	4	5	6	7	8	9

Relating Multiplication to Division

Name	10	11	12	13	14				

Name _____

Relating Multiplication to Division

LT	Statement	1	2	3	4	Evidence
1	I can recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.					
2	I can use strategies to multiply. Strategies may include mental math.					
3	I can use strategies to multiply. Strategies may include partial products.					
4	I can use strategies to multiply. Strategies may include the properties.					
5	I can determine the number of objects in each group when a set of objects is partitioned into equal shares					
6	I can determine the number of objects in each group when a set of objects is shared equally.					
7	I can determine if a number is even or odd using divisibility rules.					
8	I can determine a quotient using the relationship between multiplication and division.					
9	I can solve one-step problems involving multiplication and division within 100 using strategies based on objects.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____

Relating Multiplication to Division

LT	Statement	1	2	3	4	Evidence
10	I can solve one-step problems involving multiplication and division within 100 using strategies based on pictorial models, including arrays, area models.					
11	I can solve one-step problems involving multiplication and division within 100 using strategies based on properties of operations.					
12	I can solve one-step problems involving multiplication and division within 100 using strategies based on recall of facts.					
13	I can determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor.					
14	I can determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing product.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 3.4F	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	Given a division problem situation, recall the multiplication fact.	Continue working in small group, building facts with concrete models.	Begin working on multiplication by 10 and100
2 3.4G	Use strategies to multiply. Strategies may include mental math.	Explain how mental math can be used as a strategy to multiply.		
3 3.4G	Use strategies to multiply. Strategies may include partial products.	Show partial products as a strategy for multiplication.	Use base 10 blocks to model partial products.	Begin working with double digit by double digit numbers.
4 3.4G	Use strategies to multiply. Strategies may include the properties.	Show properties of multiplication as a strategy for multiplication.	Reteach properties of multiplication using concrete objects.	
5 3.4H	Determine the number of objects in each group when a set of objects is partitioned into equal shares	Determine the number of objects in each group when a set of objects is partitioned into equal shares (Partitive division)	Using concrete objects practice dividing objects in a set number of groups.	Work on division with 10 or 100
6 3.4H	Determine the number of objects in each group when a set of objects is shared equally.	Determine the number of objects in each group when a set of objects is shared equally. (Measurement division)	Using concrete objects practice dividing objects in equal sized groups	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 3.4I	Determine if a number is even or odd using divisibility rules.	Determine if a number is even or odd using divisibility rules.	Model division by 2 to determine if a number is odd or even with concrete objects.	Learn divisibility rules for 5, 10, 3, 9
8 3.4J	Determine a quotient using the relationship between multiplication and division.	Determine a quotient using the relationship between multiplication and division.	Model fact families for multiplication and division	Work with larger numbers higher than 10 x 10
9 3.4K	Solve one-step problems involving multiplication and division within 100 using strategies based on objects.	Solve one-step problems involving multiplication and division within 100 using strategies based on objects.	Model using concrete objects: base 10 blocks, color tiles, counters to make area models and arrays. Practice situations where the number of groups is unknown and situations where the amount in in each group is unknown.	Begin working on two steps problems involving multiplication and division.
10 3.4K	Solve one-step problems involving multiplication and division within 100 using strategies based on pictorial models, including arrays, area models.	Solve one-step problems involving multiplication and division within 100 using strategies based on pictorial models, including arrays, area models.		
11 3.4K	Solve one-step problems involving multiplication and division within 100 using strategies based on properties of operations.	Solve one-step problems involving multiplication and division within 100 using strategies based on properties of operations.		

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
I2 3.4K	Solve one-step problems involving multiplication and division within 100 using strategies based on recall of facts.	Solve one-step problems involving multiplication and division within 100 using strategies based on recall of facts.	Continue working on fact families.	Begin working on two steps problems involving multiplication and division.
I3 3.5D	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor.	Fact Families: Product unknown Factor unknown Quotient unknown Divisor unknown Dividend unknown	Begin working with a strip diagram for multiplication and division
I4 3.5D	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing product.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing product.		

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Target 5 Literature Connection	Learning Target 8 (1-4) Fact families Mini Lesson	Learning Target 9-12 (1-4) One step problems Mini Lesson	Learning Target Independent Practice	Learning Target 13-14 (1-4) Mini Lesson
Guided Math Unit 4 Reteach	Guided Math One step problems 8	Guided Math One step problems 9, 10	Guided Math One Step problems 11, 12	Guided Math One Step problems 13, 14

Day 6	Day 7
Learning Target 5, 6, 7 (1-4) Odd/Even Partitive and Measurement Division Math Huddle	Learning Target 13, 14, 5, 6, 7 Independent Practice
Guided Math 5, 6	Guided Math One Step problems ALL

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Thank you for your download!

I hope this helps your students!

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