

UNIT 3 - LESSON PLANS

Class Math 3 **Topic** **Relating Multiplication Facts Using the Commutative and Distributive Property** **Lesson** 2 **Of** 11

Objective

Students will:
Still apply the commutative property to facts of units 6, 7, 8 and 9.

Know that having a multiplication expression with a multiplier and multiplicand will produce a certain product. Thus, the product added once with the value of the multiplicand is the same as distributing one to the multiplicand in the multiplication expression.

“I Can” Statement

I can modify a certain expression using commutativity and distributing.

I can understand that 5 groups of 7 is $5 \times 7 = 7 \times 5$. But, I can add 1 more group of 7 to make it 6 groups of 7 or $5 \times 7 + 7$, which is $6 \times 7 = 7 \times 6$.

Common Core Standards

[CCSS.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 .*

[CCSS.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.

UNIT 3 - LESSON PLANS

[CCSS.MATH.CONTENT.3.OA.A.4](#)

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*

[CCSS.MATH.CONTENT.3.OA.B.5](#)

Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

Bell Work

See Bell Work 3-2

Procedures

1. Start and lead student discussion related to the bell work.
2. Distribute the Guided Notes
3. Present lesson or play a video lesson.
4. Use an Online Activity if time permitted.
5. Distribute Lesson Assignment.

Assessment

Bell Work 3-2
Assignment 3-2
Exit Quiz 3-2

UNIT 3 - LESSON PLANS

**Additional
Resources**

See Online Activities