Sample Weekly Math Plan

Outcomes (read aloud – 5 minutes), I can…

- N1: Say the number sequence forward and backward from 0-1000 by 5s, 10s, and 1000s using any starting point, 3s using starting points that are multiples of 3, and 4 using starting points that are multiples of 4
- N10: Apply mental math strategies and number properties such as: using doubles, making ten, using the commutative property, using the property of zero, thinking of addition for subtraction to recall basic addition facts up to 18 and related subtraction facts
- N11: Demonstrate an understanding of multiplication up to 5x5 by: representing and explaining multiplication by using equal groupings and arrays, modeling multiplication using concrete and visual representations and recording the process symbolically, relating multiplication to repeated addition, relating multiplication to division
- N12: Demonstrate an understanding of division by: representing and explaining division using equal sharing and equal grouping, creating and solving problems in context that involve equal sharing and equal grouping, modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically, relating division to repeated subtraction, relating division to multiplication (limited to division related to multiplication facts up to 5 × 5)

Assessment *(formative assessment):*

- *Evaluate worksheets/journals → Can students use efficient multiplication and division strategies?*
- *Anecdotal notes, planning for next steps*

Daily MATH Mini-lessons (5 minutes)
Monday – Review multiplication – repeated addition, skip counting, drawing pictures or arrays

Tuesday – Review division – equal sharing, using blocks, drawing pictures, using multiplication to check

Wednesday – Play multiplication fruit splat
http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_multiplication.htm

Thursday – Skip count by 3s from 0-30, and 4s from 0-40

Daily MATH Groupings

Group 1 – Student names	Group 3 – Student names
Group 2 – Student names	Group 4 – Student names

Daily MATH activities (25 minutes) → Four day rotation (Monday – Thursday)

Math with someone	At work on my own	Teacher's choice	Hands on manipulatives
Play *Battle of Arrays*	Division worksheet	Journal – can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not	Use cube links to build arrays, and record the multiplication sentences (see worksheet)

Additional activities (30 minutes, after Daily MATH):

Monday	Tuesday	Wednesday	Thursday
Basic facts timed test (multiplication)	Basic facts timed test (addition)	Basic facts timed test (subtraction)	Basic facts timed test (multiplication)
Number of the day	Number of the day	Number of the day	Number of the day
Multiplication and repeated addition worksheet	Play multiplication Kaboom! Use the multiplication chart provided to check your products	Math journal: The quotient is 1. What is the question?	Multiplication mystery picture

Friday

- Skip count by 10s from 136-256
- Play *Division Drag Race* on the SMART board
- Pass out 12 cube links to each student. How many ways can you divide them into equal groups? Record each division sentence they make on the SMART board
- Division word problems – solve with pictures and division sentences
- Play multiplication war with a partner

Sample Weekly Math Plan

Outcomes

Assessment

Daily MATH Mini-lessons (5 minutes)
Monday –

Tuesday –

Wednesday –

Thursday –

Daily MATH Groupings
Group 1 –
Group 2 –
Group 3 –
Group 4 –

Daily MATH activities (25 minutes) → Four day rotation (Monday – Thursday)

Math with someone	At work on my own	Teacher's choice	Hands on manipulatives

Additional activities (30 minutes, after Daily MATH):

Monday	Tuesday	Wednesday	Thursday

Friday

Math with someone

Play *Battle of Arrays* with 1-2 partners. Review the directions before beginning.

At work on my own

Complete the division worksheet.

Teacher's choice

Complete the Math journal – can you evenly divide 22 into four equal groups? Use words, numbers, and pictures to explain why or why not.

Hands on manipulatives

Use cube links to build arrays and solve the multiplication sentences (see worksheet).

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

The quotient is 1. What is the question?

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Can you evenly divide 22 into four groups? Use words, numbers, and pictures to explain why or why not.

Name: _____ Date: _____

Building arrays

Use cube links to build arrays. Draw your array, then solve the multiplication sentence.

Example:

2 x 3 = 6

---

3 x 4 = _____

5 x 3 = _____

5 x 1 = _____

4 x 0 = _____

6 x 3 = _____

2 x 9 = _____

4 x 6 = _____

3 x 7 = _____

Number of the Day Date: _____

How many ones are in this number? _____

How many tens are in this number? _____

How many hundreds are in this number? _____

Round to the nearest ten = _____ 100 more = _____

Round to the nearest hundred = _____ 500 more = _____

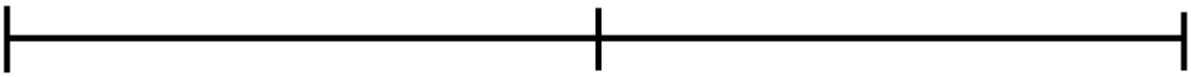
Word name: _____

Draw this number in two ways.	

Start with the number of the day, and count backwards by 20s.

_____, _____, _____, _____, _____, _____, _____.

Show the number of the day on a number line.



Which digit is in the tens place of the number of the day? _____

Multiply that number by 3.