



# PROFESSIONAL DEVELOPMENT



## EUREKA MATH® TEKS EDITION Understanding the Major Work of the 3–5 Grade Band

### Session Objectives

Participants will:

- Explain the big ideas essential to Grades 3–5 math instruction, including why these ideas form the foundation for students’ mathematical development.
- Describe how understanding units and using consistent models and language support students’ conceptual understanding of multiplication and division of whole numbers, fractions, and decimals.
- Explain how the development of conceptual understanding in Grades 3–5 allows students to view the work of subsequent grades as accessible and a continuation of the knowledge they have already developed.
- Name specific planning and instructional decisions that reflect an understanding of the major work of the 3–5 grade band to address unfinished learning and to ensure that all students have access to grade-level content.

TIME	AGENDA	DESCRIPTION
<b>Part 1</b> 2 hours	<ul style="list-style-type: none"> <li>• Developing a Conceptual Understanding of Multiplication and Division</li> <li>• Applying Place Value Units to Multiply and Divide</li> </ul>	<b>During Part 1, participants will</b> <ul style="list-style-type: none"> <li>• understand that units are things that can be counted, composed, and decomposed,</li> <li>• understand the meaning of factors using arrays,</li> <li>• recognize division as unknown factor problems,</li> <li>• use the distributive property,</li> <li>• consider the Concrete to Pictorial Representations with Multiplication and Division, and</li> <li>• use the Area Model to Represent Multiplication.</li> </ul>
<b>Independent Work</b> 1 hour	<ul style="list-style-type: none"> <li>• Read and annotate Professional Reading: Multiple Models for Multiplication and Division</li> </ul>	
<b>Lunch Break</b> 1 hour		
<b>Part 2</b> 2 hours	<ul style="list-style-type: none"> <li>• Multiplying Fractions and Decimals</li> <li>• Collaborative and Independent Planning</li> <li>• Conclusion/Q&amp;A</li> </ul>	<b>During Part 2, participants will</b> <ul style="list-style-type: none"> <li>• recognize fraction multiplication as repeated addition,</li> <li>• compare expectations of each grade level,</li> <li>• study and practice measurement and partitive division,</li> <li>• multiply fractions by fractions,</li> <li>• relate multiplying fractions by using the area model,</li> <li>• determine the area of rectangles with fractional side lengths,</li> <li>• note how the mathematics of the 3-5 grade band helps to prepare students for Grade 6, and</li> <li>• complete a collaborative lesson analysis.</li> </ul>
<b>Independent Work</b> 2:20-3:20	<ul style="list-style-type: none"> <li>• Notice and highlight moments during lessons to elevate the major work of the grade band, even if the lessons are not explicitly focused on multiplication or division concepts.</li> </ul>	