**District Math Lesson Plan Template**

Teachers: Yolanda Randolph Date: August 12-16, 2024 Subject: Math Period: Fifth

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| **Alabama CCRS/COS: Standards**   * 3.1 Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression. * 3.2 Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares. * 3.3 Solve word situations using multiplication and division within 100 involving equal groups, arrays and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.   **Standards for Mathematical Practice**   * MP.1 Make sense of problems and persevere in solving them * MP.3 Construct viable arguments and critique the reasoning of others * MP.4 Model with mathematics * MP.7 Look for and make use of structure * MP.8 Look for and express regularity in repeated reasoning |

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| **Outcome(s)/Objective(s)/I can statement**   * Solve real-world problems using properties of addition. * Identify patterns in the addition table and explain them using algebraic thinking. * Use mental math to add. * Use mental math to subtract. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program:savvasrealize.com and savvaseasybridge.com\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Associative (Grouping) Property of Addition
* Commutative (Order) Property of Addition
* Identity (Zero) Property of Addition
* Open Number Line
* Inverse Operations

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 1 Essential Question:  How can you find the total number of objects in equal groups? | Topic 2 Essential Question:  How can you use a number line to show multiplication? | Topic 3 Essential Question:  How does an array show multiplication? | Topic 4 Essential Question:  How many are in each group? | Topic 5 Essential Question:  How can you divide using repeated subtraction? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Use repeated addition to show the relationship between multiplication and addition. multiplication and addition**.**  Write equations to show the relationship between multiplication and addition.  I can use counters to show the groups. | Use number lines to join equal groups.  Read a number line and draw jumps to show joining equal groups.  I can use a number line and skip counting to show multiplication. | Use arrays and properties to understand multiplication.  Represent an array by writing a multiplication equation or skip counting patterns.  I can use an array and properties to show multiplication. | Use sharing to separate equal groups and to think about division.  Read word problems to identify and solve sharing situations with equal groups.  I can use equal groups to show multiplication. | Use repeated subtraction to show the relationship between division and subtraction.  Read word problems and write equations to show the relationship between division and subtraction.  I can use repeated subtraction to find how groups. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Number Talk | Number Talk | Number Talk | Number Talk | Number Talk | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | 30 Minutes  Explicit Instruction on Skill  Topic 8 Opener  pp. 4-8 | 30 Minutes  Explicit Instruction on Skill  Topic 1-1 Addition Properties  p. 10-12  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic 1-2 Algebra: Addition Patterns  p. 14-16  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic 1-3 Mental Math: Addition  p. 18-20  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic 1-4 Mental Math: Subtraction  p. 22-24  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | |
| Small Groups | | Intervention: | Intervention Activity: Addition Properties (TE 292A)  Topic 1-1 Reteach | Intervention Activity: Addition Patterns (TE 296A)  Topic 1-2 Reteach | Intervention Activity: Use Mental Math to Add (TE 300A)  Topic 1-3 Reteach | Intervention Activity: Use Mental Math to Subtract (TE 304A)  Topic 1-4 Reteach | |
| *After/Homework* | |  | Additional Practice 1-1 | Additional Practice 1-2 | Additional Practice 1-3 | Additional Practice 1-4 | |
| **Assessment (Formative):** Class Work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_