**District Math Lesson Plan Template**

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

|  |
| --- |
| **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
 |

|  |
| --- |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | 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 |  | [x]  Vocabulary Overview |   | [x]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -Classroom Talk [x]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  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)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 MinutesExplicit Instruction on SkillTopic 8 Openerpp. 4-8 | 30 MinutesExplicit Instruction on SkillTopic 1-1 Addition Propertiesp. 10-12Solve and ShareLook BackConvince MeGuided PracticeIndependent PracticeProblem Solving | 30 MinutesExplicit Instruction on SkillTopic 1-2 Algebra: Addition Patternsp. 14-16Solve and ShareLook BackConvince MeGuided PracticeIndependent PracticeProblem Solving | 30 MinutesExplicit Instruction on SkillTopic 1-3 Mental Math: Additionp. 18-20Solve and ShareLook BackConvince MeGuided PracticeIndependent PracticeProblem Solving | 30 MinutesExplicit Instruction on SkillTopic 1-4 Mental Math: Subtractionp. 22-24Solve and ShareLook BackConvince MeGuided PracticeIndependent PracticeProblem 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):** [x] Class Work [ ] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [x] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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