Teacher: Dubose-Thomas , Jones Date: 08/19-23 Subject: Math Period:

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| **Alabama CCRS/COS: Standards**  4 For whole numbers in the range 1 to 100, find all factor pairs, identifying a number as a multiple of each of its factors.  4a. Determine whether a whole number in the range 1 to 100 is a multiple of a given one-digit number.  4b. Determine whether a whole number in the range 1 to 100 is prime or composite.  11 Find the product of two factors (up to four digits by a one-digit number and two two-digit numbers), using strategies based on place value and the properties of operations.  11a. Illustrate and explain the product of two factors using equations, rectangular arrays, and area models. |

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| **Outcome(s)/Objective(s) Standards:**  **Mathematical Practices:** MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8   * Identify and define the parts of a multiplication problem including factors, multiplier, multiplicand and product. * Use multiplication to find the total number of objects arranged in rectangular arrays based on columns and rows. * Write an equation to express the product of the multipliers (factors). * Relate multiplication to repeated addition and skip counting. * Define pair, odd and even. * Recall doubles addition facts with sums to 20. * Apply sign+ and = to actions of joining sets. * Model written method for composing equations. * Skip count by 2s. * Apply divisibility rules for 2, 5, and 10. * Understand subtraction as an unknown * addend problem. * Recognize division as repeated subtraction, parts of a set, parts of a whole, or the inverse of multiplication. * Name the first 10 multiples of each one-digit natural number. * Recognize multiplication as repeated addition, and division as repeated subtraction. * Apply properties of operations as strategies to add and subtract. * Count forward in multiples from a given number. |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Factor pair
* Generalize
* Prime number
* Composite number
* Multiple

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How can you use arrays or multiplication to find the factors of a number? How can you identify prime and composite numbers? How can you find multiples of a number | How can you use arrays or multiplication to find the factors of a number? How can you identify prime and composite numbers? How can you find multiples of a number | How can you use arrays or multiplication to find the factors of a number? How can you identify prime and composite numbers? How can you find multiples of a number | How can you use arrays or multiplication to find the factors of a number? How can you identify prime and composite numbers? How can you find multiples of a number | How can you use arrays or multiplication to find the factors of a number? How can you identify prime and composite numbers? How can you find multiples of a number | |
| ***I Can Statement*** | | **I can use arrays or multiplication to find factors, identify prime and composite numbers, and find multiples of a number.** | **I can use arrays or multiplication to find factors, identify prime and composite numbers, and find multiples of a number.** | **I can use arrays or multiplication to find factors, identify prime and composite numbers, and find multiples of a number.** | **I can use arrays or multiplication to find factors, identify prime and composite numbers, and find multiples of a number.** | **I can use arrays or multiplication to find factors, identify prime and composite numbers, and find multiples of a number.** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | SAY SOMETHING  DAILY CALENDAR REVIEW (5-7 MINS)  NUMBER DRILLS (3-5 MINS)  PRE- ASSESSMENT  EXPLICIT INSTRUCTION  MATH TALK (3 MINS)  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  DAILY CALENDAR REVIEW (5-7 MINS)  NUMBER DRILLS (3-5 MINS)  PRE- ASSESSMENT  EXPLICIT INSTRUCTION  MATH TALK (3 MINS)  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  DAILY CALENDAR REVIEW (5-7 MINS)  NUMBER DRILLS (3-5 MINS)  PRE- ASSESSMENT  EXPLICIT INSTRUCTION  MATH TALK (3 MINS)  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  DAILY CALENDAR REVIEW (5-7 MINS)  NUMBER DRILLS (3-5 MINS)  INDEPENDENT REVIEW  MATH TALK (3 MINS)  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | Review and Model Lesson  REVIEW MATH ASSESSMENT | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | TABLE TALK  TEACHING COLLABORATIVE GROUP WORK  Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | TABLE TALK  CENTER/STATION WORK  SKILL PRACTICE  MATH FLUENCY  PROBLEM SOLVING  IREADY PATHWAY  REVIEW STATION  TEACHER TABLE- SKILL WORK  Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | TABLE TALK  CENTER/STATION WORK  SKILL PRACTICE  MATH FLUENCY  PROBLEM SOLVING  IREADY PATHWAY  REVIEW STATION  TEACHER TABLE- SKILL WORK  Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | TABLE TALK  CENTER/STATION WORK  SKILL PRACTICE  MATH FLUENCY  PROBLEM SOLVING  IREADY PATHWAY  REVIEW STATION  TEACHER TABLE- SKILL WORK  Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Assess the students  ASSESS STUDENTS  REVIEW ASSESSMENT | |
| Small Group | | Centers (word problems, fluency, skill, teacher table) and intervention | Centers (word problems, fluency, skill, teacher table) and intervention | Centers (word problems, fluency, skill, teacher table) and intervention | Centers (word problems, fluency, skill, teacher table) and intervention | Centers (word problems, fluency, skill, teacher table) and intervention | |
| *After/Homework* | | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION  Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems  MATH PLC | STUDENTS CONTINUE TESTING  INTERACTIVE ACTIVITY/EXPERIMENT  CLASSROOM ACTIVITIES | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

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