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.
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**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 |   | [x]  Think-Pair-Share |  | [ ]  Reading |   | [x]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [x]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [ ]  -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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  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 SOMETHINGDAILY CALENDAR REVIEW (5-7 MINS)NUMBER DRILLS (3-5 MINS)PRE- ASSESSMENTEXPLICIT INSTRUCTIONMATH TALK (3 MINS)Bell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGDAILY CALENDAR REVIEW (5-7 MINS)NUMBER DRILLS (3-5 MINS)PRE- ASSESSMENTEXPLICIT INSTRUCTIONMATH TALK (3 MINS)Bell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHING DAILY CALENDAR REVIEW (5-7 MINS)NUMBER DRILLS (3-5 MINS)PRE- ASSESSMENTEXPLICIT INSTRUCTIONMATH TALK (3 MINS)Bell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHING DAILY CALENDAR REVIEW (5-7 MINS)NUMBER DRILLS (3-5 MINS)INDEPENDENT REVIEWMATH TALK (3 MINS)Bell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | Review and Model LessonREVIEW MATH ASSESSMENT  |
|  *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | TABLE TALKTEACHING COLLABORATIVE GROUP WORKObserve Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | TABLE TALKCENTER/STATION WORKSKILL PRACTICEMATH FLUENCYPROBLEM SOLVINGIREADY PATHWAYREVIEW STATIONTEACHER TABLE- SKILL WORKObserve Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | TABLE TALKCENTER/STATION WORKSKILL PRACTICEMATH FLUENCYPROBLEM SOLVINGIREADY PATHWAYREVIEW STATIONTEACHER TABLE- SKILL WORKObserve Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | TABLE TALKCENTER/STATION WORKSKILL PRACTICEMATH FLUENCYPROBLEM SOLVINGIREADY PATHWAYREVIEW STATIONTEACHER TABLE- SKILL WORKObserve Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Assess the studentsASSESS STUDENTSREVIEW 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, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATIONSolve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and ProblemsMATH PLC | STUDENTS CONTINUE TESTINGINTERACTIVE ACTIVITY/EXPERIMENTCLASSROOM ACTIVITIES |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [x] quizzes [x] Tests [ ] Computer activities [x] Collaborative work [ ]  Project/ Other: |

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

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