**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: November 11-15, 2024 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.20 Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.
* 3.21 Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.
* 3.22 Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.
* **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*** Use unit squares to find the area of a shape.
* Use standard units to measure the area of a shape.
* Use unit squares and multiplication to find the areas of squares and rectangles.
* Use areas of rectangles to model the Distributive Property of Multiplication.
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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 |   | [ ]  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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  | Topic 6: Essential Question:How Can You Measure Area Using Non-Standard Units? | Topic 6: Essential Question:How Can You Measure Area Using Standard Units of Length? | Topic:6: Essential Question:How Can You Find the Area of a Figure? | Topic 6: Essential Question:How Can the Area of Rectangles Represent the Distributive Property? |
| ***Daily Objective(s)******I Can Statement***  |  | **TS** use unit squares to find the area of a figure.Draw and count unit squares to find the area of a shape.I can count the number of unit squares.I can use a different unit square. | TS use standard units to measure the area of a shape.Write the correct standard unit to record the area of a shape.I can measure area in standard units. | TS uses unit squares and multiplication to find the areas of squares and rectangles.Explain how to use multiplication to find the area of squares and rectangles.I can count the unit squares to find the area. | **TS uses** areas of rectangles to model the Distributive Property of Multiplication.Identify and write missing numbers to model how to use the Distributive Property of Multiplication.I can use distributive Property to break apart facts to find the product. |
| *Preview* *(Before)**Warm-up- Hook* |  | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | 30 MinutesExplicit Instruction on SkillTopic 6: Lesson 6-2Lesson 6-2: pgs. 214-216 Look BackLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 6 Lesson 6-3Make Sense and Persevere Lesson 5-3 pgs. 218-220Look BackConvince MeGuided PracticeIndependent Practice  Problem-Solving | 30 MinutesExplicit Instruction on SkillTopic 6 Lesson 6-4Make Sense and Persevere Lesson 5-4 pgs. 222-224Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 6: Lesson 6-5Make Sense and Persevere Lesson 5-5 pgs. 226-228Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups |  | Intervention ActivityUse ModelsTopic 6: Lesson 6-2 Reteach | Intervention Activity: Use ModelsTopic 6: Lesson 6-3 Reteach | Intervention Activity: Use ModelsTopic 6: Lesson 6-4 Reteach | Intervention ActivityUse ModelsTopic 6: Lesson 6-5 Reteach |
| *After/Homework* |  | Additional Practice 6-2 | Additional Practice 6-3 | Additional Practice 6-4 | Additional Practice 6-5 |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_