**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 16-20, 2024 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**   * 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. * 3.5 Develop and apply properties of operations as strategies to multiply and divide. * 3.7 Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.   **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:**   * to use the Distributive Property and known facts to break apart unknown facts with 8 as a factor. * use strategies such as bar diagrams and arrays with known facts to solve multiplication problems. * use the Associative Property of Multiplication to group factors when multiplying 3 factors. * use repeated reasoning with known facts to generalize when multiplying. |

**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:**

* Multiples factors
* Associative(Grouping) Property of Multiplication product
* Distributive Property array

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 3 Essential Question:  How can you use known multiplication facts to solve unknown facts? | Topic 3 Essential Question:  How can you use known multiplication facts to solve unknown facts? | Topic 3 Essential Question:  How can you use known multiplication facts to solve unknown facts? | Topic 3 Essential Question:  How can you use known multiplication facts to solve unknown facts? | Topic 3 Essential Question:  How can you use known multiplication facts to solve unknown facts? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **TSWBA to use the Distributive Property and known facts to break apart unknown facts with 8 as a factor.**  **I can use known facts and properties to multiply by 8.** | TSW use strategies such as bar diagrams and arrays with known facts to solve multiplication problems  **I can use strategies and tools to represent and solve multiplication facts.** | TS will use the Associative Property of Multiplication to group factors when multiplying 3 factors.  **I can multiply 3 factors in any order to find a product.** | TS will use repeated reasoning with known facts to generalize when multiplying.  **I can use reasoning to look for and describe general strategies for finding products.** | TS will use the Associative Property of Multiplication to group factors.  **I can use the Associative Property of Multiplication to solve multiplication problems,** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | 30 Minutes  Explicit Instruction on Skill  Topic 3: Lesson 3-4: Apply Properties: 8 as a factor  Vocabulary Review  Lesson 3-4 psg. 89-92  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Lesson 3-5: Practice Multiplication Facts:  Vocabulary Review  Lesson 3-5psg. 93-96  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Lesson 3-6: The Associative Property: Multiply with 3 factors  Lesson 3-7: pgs. 101-104  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Lesson 3-7: Repeated Reasoning | 30 Minutes  Explicit Instruction on Skill  Topic 3: Review weekly lessons  Vocabulary Review    Weekly Assessment  Lessons 3-4 – Lesson 3-7  Topic 3 Review | |
| Small Groups | | Intervention Activity: Page 80A  Topic 3: Lesson 3-4 Reteach | Intervention Activity: pg. 84A  Topic 3: Lesson 3-5 Reteach | Intervention Activity: Patterns  Topic 3: Lesson 3-6 Reteach | Intervention Activity: Use Models  Topic 3: Lesson 3-7 Reteach | Intervention Activity  Topic 3: Review | |
| *After/Homework* | | Additional Practice 3-4 | Additional Practice 3-5 | Additional Practice 3-6 | Additional Practice | Review Multiplication Facts | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_