**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 23-27, 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.
* 3.8 Use the relationship between multiplication and division to represent division as an equation with an unknown factor.

**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 strategies such as bar diagrams and arrays with known facts to solve multiplication problems
* Use the relationship between multiplication and division to represent division as an equation with an unknown factor
* Develop and apply properties of operations as strategies to multiply and divide
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**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 4 Essential Question:How can multiplication facts help you divide? | Topic 4 Essential Question:What multiplication fact can you use? | Topic 4 Essential Question:How do you divide 6 and 7? | Topic 4 Essential Question:What multiplication facts can you use? |
| ***Daily Objective(s)******I Can Statement***  | TS will use the Associative Property of Multiplication to group factors.**I can use the Associative Property of Multiplication to solve multiplication problems,** | TSW use multiplication facts to divide.**I can use known multiplication facts to help me divide.** | TS use multiplication facts to find related division facts.**I can use multiplication facts to help me divide.** | TS use multiplication facts to find related division facts.**I can use multiplication problems to make sense of a division problem.** | **TS use multiplication facts to find related division facts.****I can use multiplication problems to make divide.** |
| *Preview* *(Before)**Warm-up- Hook* | Number TalkSolve and Share | 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 3: Review weekly lessonsVocabulary Review   Weekly AssessmentLessons 3-4 – Lesson 3-7Topic 3 Review | 30 MinutesExplicit Instruction on SkillTopic 4 Lesson 4-1 Practice Multiplication Facts: Vocabulary Review Lesson 4-1 pg. 118-120Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 4: Lesson 4-2: Use multiplication to divideLesson 4-2: pgs. 122-124Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 4: Lesson 4-3: Divide with 6 and 7Lesson 4-3: pgs. 126-128Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 4: Lesson 4-4: Divide with 8 and 9Lesson 4-4: pgs. 130-132Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups | Intervention Activity: Page 80ATopic 3: Lesson 3-4 Reteach | Intervention Activity: pg. 84ATopic 4: Lesson 4-1 Reteach | Intervention Activity: Patterns Topic 4: Lesson 4-2 Reteach | Intervention Activity: Use ModelsTopic 4: Lesson 4-3 Reteach | Intervention ActivityTopic 4: Lesson 4-4 Reteach |
| *After/Homework* | Additional Practice 3-4 | Additional Practice 4-1 | Additional Practice 4-2 | Additional Practice 4-3 | Additional Practice 4-4 |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_