**District Math Lesson Plan Template**

Teacher: Robinson/Hall Date: December 9-13, 2024 Subject: Math Period: Third

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| -Alabama CCRS/COS: Standards  3. Determine and justify solutions for multi‐step word problems, including problems where remainders must be interpreted.   * Write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity.   15. Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.  a. Decompose a fraction as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models,  and equations. |

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| **Outcome(s)/Objective(s)/I can statement**   * Write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity. * **Add and Subtract Fractions** |

**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 Vocabulary:**

fractions, addition, subtraction, sum, difference, whole number, numerator, denominator, whole, equation, unit fraction, compose, mixed number, decompose

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Essential Question:  How can you write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity? | Essential Question:  How can you write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity? | Essential Question:  How can you model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole? | Essential Question:  How can you model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole? | Essential Question:  How can you model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | I can . . . .  write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity. | I can . . . .  write equations to show solutions for multi‐step word problems with a letter standing for the unknown quantity. | I can . . . .  model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole. | I can . . . .  model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole. | I can . . . .  model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole. | |
| *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 6: Lesson 6-6  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity  Use Models | Intervention Activity  Use Models | Intervention Activity:  Use Models | Intervention Activity:  Use Models | Intervention Activity  Use Models | |
| *After/Homework* | | Additional Practice on Standard | Additional Practice on Standard | Additional Practice on Standard | Additional Practice on Standard | Additional Practice on Standard | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_