**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: Dec. 02-06, 2024 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.16 For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.
* 3.22 Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.
* 3.23 Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.
* **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 and multiplication to find the areas of squares and rectangles.
* Use areas of rectangles to model the Distributive Property of Multiplication.
* **Uses graphs to compare and interpret data.**
* Uses frequency tables and picture graphs to compare and interpret data.
* Uses frequency tables and picture graphs to compare and interpret data.
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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 Find the Area of an Irregular Shape? | Topic 6: Essential Question:How Can You Use Structure to Solve Problems? | Topic 7: Essential Question: | Topic:7: Essential Question:How can you read picture graph? | Topic 7: Essential Question:How Do You Make a Picture Graph? |
| ***Daily Objective(s)******I Can Statement***  | TS use areas of rectangles to find the area of irregular shapes.Use areas of rectangles to find the area of irregular shapes.I can look for relationships.I can think about smaller shapes that are part of the larger shape. | TS solve problems by breaking apart or changing the problem into simpler problems.Ask and answer questions to break a problem into smaller parts to solve.Solve problems by breaking apart or changing the problem into simpler problems. | **TS complete topic assessment.****Topic 6 Assessment** | TS uses graphs to compare and interpret data.Read the titles, labels, and representations on graphs to compare and interpret data.Use graphs to compare and interpret data.I can read and interpret data. | TS uses frequency tables and picture graphs to compare and interpret data.Compare and interpret data by translating from one representation to another.I can collect data with a survey by asking people questions. |
| *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 6: Lesson 6-6Lesson 6-6 pgs. 230-232Look BackLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 6: Lesson 6-7Lesson 6-7: pgs. 234-236Look BackLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 6Make Sense and Persevere Lesson 6Look BackConvince MeGuided PracticeIndependent Practice  Problem-Solving | 30 MinutesExplicit Instruction on SkillTopic 7 Lesson 7-1Make Sense and Persevere Lesson 7-1 pgs. 254-256Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 7: Lesson 7-2Make Sense and Persevere Lesson 7-2 pgs. 258-260Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups | Intervention ActivityUse ModelsTopic 6: Lesson 6-6 Reteach | Intervention ActivityUse ModelsTopic 6: Lesson 6-7 Reteach | Intervention Activity: Use ModelsTopic 6: Assessment | Intervention Activity: Use ModelsTopic 7: Lesson 7-1 Reteach | Intervention ActivityUse ModelsTopic 7: Lesson 7-2 Reteach |
| *After/Homework* | Additional Practice 6-6 | Additional Practice 6-7 | Topic Assessment | Additional Practice 7-1 | Additional Practice 7-2 |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_