**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 09-13, 2024 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.9 Recognize and explain arithmetic patterns using properties of operations.
* 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:*** use the Distributive Property to solve problems involving multiplication within 100.
* use the Distributive Property to break apart unknown facts with 3 and 4 as a factor.
* use the distributive property to break apart unknown facts with 6 or 7 as a factor.
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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 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 to solve problems involving multiplication within 100.I can break apart unknown facts into known facts and solve problems. | TS uses the Distributive Property to break apart unknown facts with 3 and 4 as a factor.I can use tools and properties strategically to solve problems when I multiply by 3 or 4. | TS will use the distributive property to break apart unknown facts with 6 or 7 as a factor.I can use models to solve multiplication problems with 6 and 7 as factors. | TS will use the distributive property to break apart unknown facts with 3, 4, 6, or 7 as a factor. (Review)I can use models to solve multiplication problems with 3, 4. 6, and 7 as factors. | TS will use the distributive property to break apart unknown facts with 3, 4, 6, or 7 as a factor. (Review)I can use models to solve multiplication problems with 3, 4. 6, and 7 as factors. |
| *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: The Distributive PropertyVocabulary Review Lesson 3-1 pp. 77-80Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 3: Apply Properties: 3 and 4 as FactorsVocabulary Review Lesson 3-2 pp. 81-84Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 3: Lesson 3-3 Apply Properties: 6 and 7 as Factorspp. 85-88Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 3: Review lessons 3-1, 3-2, and 3-3The teacher and students will orally review Lessons 3-1, 3-2, and 3-3. | 30 MinutesExplicit Instruction on SkillTopic 3: Review weekly lessonsVocabulary Review  Weekly AssessmentLessons 3-1, 3-2, and 3-3 |
|  Small Groups | Intervention Activity: Page 80ATopic 3: Lesson 3-1 Reteach | Intervention Activity: pg. 84ATopic 3: Lesson 3-2 Reteach | Intervention Activity: Patterns Topic 3: Lesson 3-3 Reteach | Intervention Activity: Use ModelsTopic 3: Reteach | Intervention ActivityTopic 3: Review  |
| *After/Homework* | Additional Practice 3-1 | Additional Practice 3-2 | Additional Practice 3-3 | Additional Practice  | Review Multiplication Facts |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_