**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. |

**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 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 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: The Distributive Property  Vocabulary Review  Lesson 3-1 pp. 77-80  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Apply Properties: 3 and 4 as Factors  Vocabulary Review  Lesson 3-2 pp. 81-84  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Lesson 3-3 Apply Properties: 6 and 7 as Factors  pp. 85-88  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 3: Review lessons 3-1, 3-2, and 3-3  The teacher and students will orally review Lessons 3-1, 3-2, and 3-3. | 30 Minutes  Explicit Instruction on Skill  Topic 3: Review weekly lessons  Vocabulary Review    Weekly Assessment  Lessons 3-1, 3-2, and 3-3 | |
| Small Groups | | Intervention Activity: Page 80A  Topic 3: Lesson 3-1 Reteach | Intervention Activity: pg. 84A  Topic 3: Lesson 3-2 Reteach | Intervention Activity: Patterns  Topic 3: Lesson 3-3 Reteach | Intervention Activity: Use Models  Topic 3: Reteach | Intervention Activity  Topic 3: Review | |
| *After/Homework* | | Additional Practice 3-1 | Additional Practice 3-2 | Additional Practice 3-3 | 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_