**District Math Lesson Plan Template**

Teacher: Robinson/Hall Date: January 6-10, 2025 Subject: Math Period: Third

 \*\*\*CONTINUATION

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| -Alabama CCRS/COS: Standards3. 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**
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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 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 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 6-6Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillLook BackConvince MeGuided PracticeIndependent Practice  Problem-Solving | 30 MinutesExplicit Instruction on SkillConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups | Intervention ActivityUse Models | Intervention ActivityUse Models | Intervention Activity: Use Models | Intervention Activity: Use Models | Intervention ActivityUse 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):** [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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_