Teacher: Robinson/Hall Date:8/26-30 Subject: Math Period:

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| **Alabama CCRS/COS: Standards** CC.4.NF.3 SWBAT BUILD FRACTIONS FROM UNIT FRACTIONS BY APPLYING AND EXTENDING PREVIOUS UNDERSTANDINGS OF OPERATIONS ON WHOLE NUMBERS. UNDERSTAND A FRACTION A/B WITH A >1 AS A SUM OF FRACTIONS1/B.ELD STANDARD 3 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF MATHEMATICS. RETEACH |

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| **Outcome(s)/Objective(s) Standards:****Mathematical Practices:** 4. NF.A.1 4. NF.A.2 MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8* Equivalent Fractions:Area Models
* Equivalent Fractions:Number Lines
* Generate Equivalent Fractions using multiplication
* Generate Equivalent Fractions using division.
* Use benchmarks to compare

fractions * Compare 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 |   | [x]  Think-Pair-Share |  | [ ]  Reading |   | [x]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [x]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [ ]  -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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary: Common factor** Identify property of multiplication

**Benchmark fraction**

Equivalent fraction

Fraction

Numerator

Denominator

Identify property of multiplication

**Common factor**

**Benchmark fraction**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? |  HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? |  HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? |  HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? |  HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? |
|  ***I Can Statement***  | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. |
| *Preview* *(Before)**Warm-up- Hook* | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | Review and Model LessonNumber StringCalendar Math |
|  *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Assess the students |
|  Small Group | PROBLEM SOLVING AND ACAP INTERVENTION | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | PROBLEM SOLVING AND ACAP INTERVENTION |
| *After/Homework* | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATIONSolve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet Prodigy, Practice and Study Notes and Problems MATH PLC | STUDENTS CONTINUE TESTINGINTERACTIVE ACTIVITY/EXPERIMENT |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [x] quizzes [x] Tests [ ] Computer activities [x] Collaborative work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [ ] T**ests** [ ] Group activities **[ ]** Project based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [ ]  Ticket out the Door [ ]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [ ]  Student Summary [x]  Other: