Teacher: Dubose-Thomas , Jones Date: 9/16-9/20 Subject: Math Period: 4th

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| **Alabama CCRS/COS: Standards**  4.NF.B.4a 4.NF.B.4b 4.NF.B.4c 4.NF.B.3d 4.MD.A.2  **Mathematical Practices:** 15 Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.  15a. 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.  15b. Add and subtract fractions and mixed number logs with like denominators using fraction equivalence, properties of operations, and the relationship between addition and subtraction.  15c. Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.  RETEACH |

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| **Outcome(s)/Objective(s) Standards:**  **Mathematical Practices:**  MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8  ● Model addition of fractions ● Decompose fractions ● Add fractions with like denominators ● Model subtraction of fractions ● Subtract fractions with like denominators ● Add & subtract fractions with like denominators ● Model addition and subtraction of mixed numbers ● Add mixed numbers ● Subtract mixed numbers. Emphasize reasoning with unit |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Decompose
* Compose
* Mixed number

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How do you add and subtract fractions and mixed numbers with like denominators? How can fractions be added and subtracted on a number line? | How do you add and subtract fractions and mixed numbers with like denominators? How can fractions be added and subtracted on a number line? | How do you add and subtract fractions and mixed numbers with like denominators? How can fractions be added and subtracted on a number line? | How do you add and subtract fractions and mixed numbers with like denominators? How can fractions be added and subtracted on a number line? | How do you add and subtract fractions and mixed numbers with like denominators? How can fractions be added and subtracted on a number line? | |
| ***I Can Statement*** | | **I CAN ADD AND SUBTRACTION FRACTIONS WITH LIKE DENOMINATORS?** | **I CAN ADD AND SUBTRACTION FRACTIONS WITH LIKE DENOMINATORS?** | **I CAN ADD AND SUBTRACTION FRACTIONS WITH LIKE DENOMINATORS?** | **I CAN ADD AND SUBTRACTION FRACTIONS WITH LIKE DENOMINATORS?** | **I CAN ADD AND SUBTRACTION FRACTIONS WITH LIKE DENOMINATORS?** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | Review and Model Lesson  Number String  Calendar Math | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Assess the students | |
| Small Group | | Centers:  Fluency/Skill- Envision pg.343  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.343  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.343  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.343  Teacher Table  Word Work  Technology | PROBLEM SOLVING AND ACAP INTERVENTION | |
| *After/Homework* | | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION  Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | STUDENTS CONTINUE TESTING | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities 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  Teacher Questions  Student Summary  Other: