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 |   | [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:**

* 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 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 | Centers: Fluency/Skill- Envision pg.343Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.343Teacher TableWord WorkTechnology  | Centers: Fluency/Skill- Envision pg.343Teacher TableWord WorkTechnology  | Centers: Fluency/Skill- Envision pg.343Teacher 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, BookletProdigy, Practice and Study Notes and Problems | STUDENTS CONTINUE TESTING |
| **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: