**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: February 03-07, 2025 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** 3.13 Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction* 3.NF.14a: Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. a. Represent a unit fraction (1/b) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator.
* 3.NF.14b: Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. b. Represent a fraction (a/b) on a number line by marking off a length of size (1/b) from zero.
* 3.15a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
* 3.17 Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.
* **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**1. Mathematics: Understand how to read and write unit fractions for equal-sized parts of a region.
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Topic 12: Essential Question:How Can You Measure Lengths and Use Line Plots to Show the Data? | Topic 12: Essential Question:How Can You Make and Use Line Plots? | Topic 12: Essential Question:How Can You Make Sense of a Problem and Persevere in Solving It? | Topic:12: Essential Question:How Can You Record Fractions on a Number Line? | Topic 12: Essential Question:How Can You Use a Number Line to Represent Fractions Greater Than 1? |
| ***Daily Objective(s)******I Can Statement***  | TS measure length to the nearest half inch and shows the data on a line plot.Read measurements to the nearest half inch and draw a line plot to show them.<https://youtu.be/SZaXtOHNh6s?si=ZMyAoyQRoC5-40Nv><https://youtu.be/mJrSUJ57H30?si=U1bTpavLwqVcVF7B>I can use number lines to show fractions. | TS measure length to the nearest fourth inch and shows the data on a line plot.Read measurements to the nearest fourth inch and draw a line plot to show them.I can use number lines to show fractions. | TS determines when a problem has either extra or missing information.Read word problems to identify any missing or extra information and explain how it can be solved.I can identify the quantities given. I can understand which quantities are needed to solve the problem. | TS will complete chapter 12 assessment. Topic 12 Assessment | ACAP Instructional SupportPractice: Discuss measuring lengths and how to use line plot to show data. |
| *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 12 Lesson 12-6Make Sense and Persevere Lesson 12-6 pgs. 458-460Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 12 Lesson 12-7Make Sense and Persevere Lesson 12-7 pgs. 462-464Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 12 Lesson 12-8Make Sense and Persevere Lesson 12-8 pgs. 466-468Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 12 Lesson Make Sense and Persevere Lesson 12Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 12: Lesson 12-5Make Sense and Persevere Lesson 12-5 pgs. 454-456Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups | Intervention Activity: Use ModelsTopic 12: Lesson 12-6 Reteach | Intervention Activity: Use ModelsTopic 12: Lesson 12-7 Reteach | Intervention Activity: Use ModelsTopic 12: Lesson 12-8 Reteach | Intervention Activity: Use ModelsTopic 12: Lesson  Reteach | Intervention ActivityUse ModelsTopic 12: Lesson  Reteach |
| *After/Homework* | Additional Practice 12-6 | Additional Practice 12-7 | Additional Practice 12-8 | Additional Practice  | Additional Practice  |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_