**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: January 06-10, 2024 Subject: Math Period: Fifth

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| **Alabama CCRS/COS Standards:**     * 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 lengths of size (1/b) from zero. * **Standards for Mathematical Practice** * MP.1 Make sense of problems and persevere in solving them * MP.2 Reason abstractly and quantitatively * MP.3 Construct viable arguments and critique the reasoning of others * MP.4 Model with mathematics * MP.5 Use appropriate tools strategically * MP.6 Attend to precision * 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. Develop an understanding of fractions as a number. 2. Understand how to read and write unit fractions for equal-sized parts of a region. 3. Use a fraction to represent multiple copies of a unit fraction. |

**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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:savvasrealize.com and savvaseasybridge.com\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

***This week’s Vocabulary:***

fraction

numerator

denominator

divide

part

whole

unit fraction

partition

equally sized parts

shape

decompose

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Professional  Development | Professional  Development | How can fractions describe the partition of a shape?  How can the whole of a fraction be determined? | How can fractions describe the partition of a shape?  How can the whole of a fraction be determined? | How can fractions describe the partition of a shape?  How can the whole of a fraction be determined? | |
| ***Daily Objective(s)***  ***I Can Statement*** | |  |  | I can develop an understanding of fractions as a number. | I can develop an understanding of fractions as a number. | I can develop an understanding of fractions as a number. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | |  |  | Number Talk  Calendar Math  Math Journals | Number Talk  Calendar Math  Math Journals | Number Talk  Calendar Math  Math Journals | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | |  |  | Standard 13  ACAP Instructional Supports – pages 54-59  <https://www.flocabulary.com/unit/fractions/>  Practice:  Envision pg. 437-440 | Standard 13  ACAP Instructional Supports – pages 54-59  Lesson:  <https://www.youtube.com/watch?v=SZaXtOHNh6s>  Practice:  Envision pg. 441-444 | Standard 13  ACAP Instructional Supports – pages 54-59  Lesson:  <https://www.youtube.com/watch?v=d30xOClj6RA>  Practice:  Envision pg. 445-448   * i-Ready | |
| Small Groups | |  |  | Intervention Activity:  Fractions and Number Lines | Intervention Activity:  Fractions and Number Lines | Intervention Activity  Fractions and Number Lines | |
| *After/Homework* | |  |  | Worksheet | Worksheet | Worksheet | |
| **Assessment (Formative):** Class Work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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