**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.
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

***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*** | ProfessionalDevelopment | ProfessionalDevelopment | 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 TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  |  | Standard 13ACAP Instructional Supports – pages 54-59<https://www.flocabulary.com/unit/fractions/>Practice:Envision pg. 437-440 | Standard 13ACAP Instructional Supports – pages 54-59Lesson:<https://www.youtube.com/watch?v=SZaXtOHNh6s>Practice:Envision pg. 441-444 | Standard 13ACAP Instructional Supports – pages 54-59Lesson:<https://www.youtube.com/watch?v=d30xOClj6RA>Practice:Envision pg. 445-448* i-Ready
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|  Small Groups |  |  | Intervention Activity: Fractions and Number Lines | Intervention Activity: Fractions and Number Lines | Intervention ActivityFractions and Number Lines |
| *After/Homework* |  |  | Worksheet | Worksheet | Worksheet |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_