**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: February 10-14, 2025 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**   * 3.18 Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.) * 3.18a Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram. * 3.19 Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg). * **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**   * Show and tell the time to the nearest minute using analog and digital clocks. |

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

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 14: Essential Question:  How Do You Tell Time to the Nearest Minute? | Topic 14: Essential Question:  How Can You Find Elapsed Time? | Topic 13: Essential Question:  How Can You Add or Subtract Time Intervals? | Topic:12: Essential Question:  How Do You Estimate Capacity? | Topic 12: Essential Question:  How Do You Estimate Capacity? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | TS show and tell time to the nearest minute using analog and digital clocks.  Read time on clocks. Write words and numbers to show time.  <https://youtu.be/N2z9CGzAypc?si=SsMVIzzBO94laVp0>  I can use numbers and symbols to show and tell time.  I can also write time using words and numbers. | TS show and tell time to the nearest minute using analog and digital clocks.  Read time on clocks. Write words and numbers to show time.  Tell and write time to the nearest minute and measure time intervals in minutes.  I can use numbers and symbols to show and tell time.  I can also write time using words and numbers | TS solve word problems involving addition and subtraction to measure quantities of time.  Read word problems about time and identify an operation to use to solve.  I can use numbers and symbols to show and tell time.  I can also write time using words and numbers | TS uses standard units to estimate liquid volume.  Estimate liquid volume by writing or circling an appropriate measure.  I can measure to check that your estimate is reasonable. | TS uses standard units to measure liquid volume.  State a measure of liquid volume using standard units.  I can measure to check that your estimate is reasonable. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | 30 Minutes  Explicit Instruction on Skill  Topic 14 Lesson 14-1  Make Sense and Persevere  Lesson 14-1 pgs. 534-536  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 14 Lesson 14-2  Make Sense and Persevere  Lesson 14-2 pgs. 538-540  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 14 Lesson 14-3  Make Sense and Persevere  Lesson 14-3 pgs. 542-544  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 14 Lesson 14-4  Make Sense and Persevere  Lesson 14-4 pgs.-548  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 14: Lesson 14-5 pgs. 550-552  Make Sense and Persevere  Lesson 14-5 pgs. 454-456  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity:  Use Models  Topic 14: Lesson 14-1 Reteach | Intervention Activity:  Use Models  Topic 14: Lesson 14-2 Reteach | Intervention Activity:  Use Models  Topic 14: Lesson 14-3 Reteach | Intervention Activity:  Use Models  Topic 14: Lesson 14-4  Reteach | Intervention Activity  Use Models  Topic 14: 14-5 Lesson  Reteach | |
| *After/Homework* | | Additional Practice 14-1 | Additional Practice 14-2 | Additional Practice 14-3 | Additional Practice 14-4 | Additional Practice 14-5 | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_