Teacher: ROBINSON/HALL Date: 11/18-22/24 Subject: Math Period:

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| **Alabama CCRS/COS: Standards** 27. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.28. Identify two-dimension figures based on the presence or absence of parallel or perpendicular lines or absence of angles of a specified size.a. Describe right triangles as a category, and identify right triangles.  |

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| **Standards:** CC.4.MD.7 SWBAT RECOGNIZE ANGLE MEASURE AS ADDITIVE. SOLVE ADDITION AND SUBTRACTION PROBLEMS TO FIND UNKNOWN ANGLES ON A DIAGRAM IN REAL WORLD AND MATHEMATICAL PROBLEMS. |
| 27. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.28. Identify two-dimension figures based on the presence or absence of parallel or perpendicular lines or absence of angles of a specified size.a. Describe right triangles as a category, and identify right triangles. **This Week’s Vocabulary:** * Two-dimensional figure
* Parallel lines
* Perpendicular lines
* Angle
* Right triangle
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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 |   | [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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | How can you classify triangles and quadrilaterals? What is line symmetry?  | How can you classify triangles and quadrilaterals? What is line symmetry? | How can you classify triangles and quadrilaterals? What is line symmetry? | How can you classify triangles and quadrilaterals? What is line symmetry? | ***How can I identify and manipulate lines, rays, and angles with various measurements?*** |
|  ***I Can Statement***  | **I can identify and manipulate lines, rays, and angles with various measurements*.*** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** |
| *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- | Centers: Fluency/Skill- Envision 591Teacher Table Word Work Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591Teacher Table Word Work Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591Teacher Table Word Work Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591Teacher Table Word Work Technology- Iready teacher assignments | Assess the students |
|  Small Group | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | 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: