**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: August 26-30, 2024 Subject: Math Period: Fifth

|  |
| --- |
| **-Alabama CCRS/COS: Standards**   * 3.1 Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression. * 3.9 * 3.3 Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number. * 3.5 Develop and apply properties of operations as strategies to multiply and divide.   **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 |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement**   * Gain fluency in multiplication when using 2 and 5 as factors * Gain fluency in multiplication when using 9 as a factor * Gain fluency in multiplication when multiplying by 0 or 1. * Gain fluency in multiplication when multiplying by 10. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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:**

* Multiples factors
* Identity (One) Property of Multiplication product
* Zero Property of Multiplication

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 2 Essential Question:  How can using patterns help to multiply when using 2 and 5 as factors? | Topic 2 Essential Question  How can using patterns help to multiply when using 9 as a factor? | Topic 2 Essential Question:  How can using patterns help to multiply when using 0 and 1 as factors? | Topic 2 Essential Question:  How can using patterns help to multiply when using 10 as a factor? | Topic 2 Essential Question:  How can using patterns help to multiply when using 2, 5, 9, 0, 1, and 10 as factors? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Gain fluency in multiplication when using 2 and 5 as factors.  Represent an array by writing a multiplication equation or skip counting patterns.  I can use patterns to help multiply using 2 and 5 as factors. | Gain fluency in multiplication using 9 as a factor.  Use what they know about multiplication and apply those principles to multiply  I can use patterns to help multiply using 9 as a factor. | Gain fluency in multiplication using 0 and 1 as factors.  **I can use patterns to help multiply using 0 and 1 as factors.** | Gain fluency in multiplication using 10 as a factor.  .  **I can use patterns to help multiply using 10 as a factor** | Gain fluency in multiplication using 2, 5, 9, 0, 1, and 10 as factors.  I can use patterns to help multiply 2, 5, 9, 0, 1, and 10 as factors. | |
| *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 2: Lesson 2-1  pp. 41-44 | 30 Minutes  Explicit Instruction on Skill  Topic 2: Lesson 2-2  p. 45-48  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 2: Lesson 2-3  pp. 49-52  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 2: Lesson 2-4  p. 53-56  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 2: Review Topic 2: Lessons 2-1- 2-4.  Vocabulary Review    Weekly Assessment | |
| Small Groups | | Intervention: | Intervention Activity: Addition Properties (TE 17A)  Topic 2: Lesson 2-1 Reteach | Intervention Activity: Addition Patterns (TE21A)  Topic 2: Lesson 2-2 Reteach | Intervention Activity: Use Mental Math to Add (TE 25A)  Topic 2: Lesson 2-3 Reteach | Intervention Activity: Use Mental Math to Subtract (TE (Topic 1))  Topic 2: Review | |
| *After/Homework* | | Additional Practice 2-1 | Additional Practice 2-2 | Additional Practice 2-3 | Additional Practice 2-4 | Review Multiplication Facts | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_