**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 02-06, 2024 Subject: Math Period: Fifth

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| **-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
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| **Outcome(s)/Objective(s)/I can statement*** Use number relationships and patterns to develop reasoning strategies to support their recall of basic multiplication facts
* Gain fluency in multiplication when using 0,1,2,5,9, and 10
* Use previously learned concepts and skills to represent and solve multiplication skills
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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:**

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

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  | Topic 2 Essential Question:How can using patterns help to multiply when using 2, 5, 9, 0, 1, and 10 as factors? | Topic 2 Essential Question:How can using previously learned concepts and skills help solve multiplication problems? | Topic 2 Essential Question:How can patterns be used to solve multiplication problems? | Topic 2 Essential Question:How can patterns be used to solve multiplication problems? |
| ***Daily Objective(s)******I Can Statement***  | **Labor Day** | 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.** | Use previously learned concepts and skills to represent and solve problems.**I can use previously learned concepts and skills to solve multiplication problems** | Review using patterns to multiply.**I can use patterns to help multiply.** | Review using patterns to multiply**I can use patterns to help multiply** |
| *Preview* *(Before)**Warm-up- Hook* |  | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | 30 MinutesExplicit Instruction on SkillTopic 2: Review Topic 2: Lessons 2-1- 2-4.Vocabulary Review Lesson 2-5 psg. 57-60Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 2: Lesson 2-6pp. 61-64Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 2: Reteachingp. 67-68The teacher and students will orally review Topic 2 (Set A- Set F | 30 MinutesExplicit Instruction on SkillTopic 2: Review Topic 2: Lessons 2-1- 2-6.Vocabulary Review   Weekly Assessment( Topic 2 Assessment |
|  Small Groups | **Labor Day** | Intervention Activity: Use Mental Math to Subtract (TE (Topic 2))Topic 2: Lesson 2-5 Reteach | Intervention Activity: Patterns Topic 2: Lesson 2-6 Reteach | Intervention Activity: Use Mental Math to Add (TE 25A)Topic 2: Reteaching | Intervention Activity: Use Mental Math to Subtract (TE (Topic 2)Topic 2: Review  |
| *After/Homework* |  | Additional Practice 2-2 | Additional Practice 2-3 | Additional Practice 2-4 | Review Multiplication Facts |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_