**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: April 7-11, 2025 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.17 Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.
* 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.
* 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.
* Find elapsed time using a number line.
* Measure lengths using rulers marked with halves and fourths.
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Topic 16: Essential Question:How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:How do we prepare for ACAP Summative testing? |
| ***Daily Objective(s)******I Can Statement***  | TS review standards for ACAP Summative test.I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. |
| *Preview* *(Before)**Warm-up- Hook* | Number TalkSolve and Share | 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 Skills from Topic Make Sense and Persevere Review lessons from Topic Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving  |  30 MinutesExplicit Instruction on Skills from Topic Make Sense and Persevere Review lessons from Topic Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on Skills from Topic Make Sense and Persevere Review lessons from Topic Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on Skills Topic Make Sense and Persevere Review lessons from TopicLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on Skills from Topic Make Sense and Persevere Review lessons from TopicLook BackConvince MeGuided PracticeIndependent Practice Problem-Solving |
|  Small Groups | Intervention Activity: Use ModelsModel | Intervention Activity: Use ModelsModel  | Intervention Activity: Use Models | Intervention Activity: Use Models | Intervention Activity: Use Models |
| *After/Homework* | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_