**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. |

**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 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 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 Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from  Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity:  Use Models  Model | Intervention Activity:  Use Models  Model | 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):** 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_