Teacher: Hall and Robinson Date: March 3-7, 2025

**Helpful links:** [**Math Planning Resources**](https://docs.google.com/document/d/1nCUENi_913Ld6dCoCVgNE6QcKMG6d55Z/edit?usp=sharing&ouid=105352325864151412633&rtpof=true&sd=true)**,** [**proficiency scale 4.3**](https://docs.google.com/document/d/1-JNp5It_KyKNY9Pu59TVCiTv6FGzJGlfUy1Sk0LICwE/edit?usp=sharing)**,** [**4.15**](https://docs.google.com/document/d/1UvW3tiQDgLNttPcGUl5gQJL79XspviujH1Zf8M17j94/edit?usp=sharing)

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

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| **Engagement Strategies:**☐ - Collaborative Group Work ☐ - Purposeful Questioning ☐ - Real World Connection ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ - Questioning Techniques ☐ - Manipulatives ☐ -Student Discourse ☐ - Math Games |
| **Technology Integration:** ☐ Smart board ☐ Document Camera ☐ IPADS ☐ MacBooks ☐ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Standard(s)*** | **4.20** | **4.20** | **4.20** | **4.20** | **4.20** |  |
| ***I Can Statement*** ***(Learning Target)*** | **I can create a line plot to display a data set in fractions of a unit (**$\frac{1}{2}$**,** $\frac{1}{4}$**,** $\frac{1}{8}$**).** | **I can create a line plot to display a data set in fractions of a unit (**$\frac{1}{2}$**,** $\frac{1}{4}$**,** $\frac{1}{8}$**).** | **I can interpret data in graphs (picture, bar, line plots) to solve problems.** | **I can interpret data in graphs (picture, bar, line plots) to solve problems.** | **I can create a line plot to display a data set in fractions of a unit (**$\frac{1}{2}$**,** $\frac{1}{4}$**,** $\frac{1}{8}$**).****I can interpret data in graphs (picture, bar, line plots) to solve problems.** |
| ***Academic Vocabulary*** | **line plot, measurement, fraction, mixed number, data set, visual model, maximum, minimum, scale, title, label, analyze, interpret** | **line plot, measurement, fraction, mixed number, data set, visual model, maximum, minimum, scale, title, label, analyze, interpret** | **line plot, measurement, fraction, mixed number, data set, visual model, maximum, minimum, scale, title, label, analyze, interpret** | **line plot, measurement, fraction, mixed number, data set, visual model, maximum, minimum, scale, title, label, analyze, interpret** | **line plot, measurement, fraction, mixed number, data set, visual model, maximum, minimum, scale, title, label, analyze, interpret** |
| ***Number Sense Routine (10-15 minutes)*** | [Grade 4 mystery number](https://docs.google.com/presentation/d/1iwXtpUmlhKhRuG7HogZCTOMLYOUX97cJbVVKcSNycKo/edit?usp=sharing)  | [Grade 4 mystery number](https://docs.google.com/presentation/d/1iwXtpUmlhKhRuG7HogZCTOMLYOUX97cJbVVKcSNycKo/edit?usp=sharing)  | [Grade 4 mystery number](https://docs.google.com/presentation/d/1iwXtpUmlhKhRuG7HogZCTOMLYOUX97cJbVVKcSNycKo/edit?usp=sharing)  | [Gr 4 about or between](https://docs.google.com/presentation/d/11Vwndf6hWlYE5K-NcYB3jlx3TJLo7PEAjfpAVZcRgAE/edit?usp=sharing)  | [Gr 4 about or between](https://docs.google.com/presentation/d/11Vwndf6hWlYE5K-NcYB3jlx3TJLo7PEAjfpAVZcRgAE/edit?usp=sharing)  |
| ***Problem-Solving*** | [**aptv.pbslearningmedia.org/resource/mmpt-math-ee-intsurvey1/displaying-data-with-line-plots/?student=true**](http://aptv.pbslearningmedia.org/resource/mmpt-math-ee-intsurvey1/displaying-data-with-line-plots/?student=true) | [**9 year old kid jumps 16.23 in long jump**](https://www.youtube.com/watch?v=pbnRw8TAoU4)[**leapinglineplotsteacherslides-md4**](https://docs.google.com/presentation/d/15xTOSiWMwW7A9xGwjhEBGP242I3p1tVTPEZ_9L2TqBM/edit?usp=sharing)[**leapinglineplots-md4**](https://docs.google.com/document/d/1b1WYV9kDJzzLB1fHMYlF9ccYdMcwmxxWzuTMVUzc3z8/edit?usp=sharing) | **Button Diameters** <https://s3.amazonaws.com/illustrativemathematics/attachments/000/010/276/original/student_task_1039.pdf?1462402047> | **What’s the Story? (pgs.29-34)**<https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf> | **Formative assessment on creating a line plot and interpret data in graphs.** |
| ***Small Groups: Teacher Table*** |  |  |  |  |  |
| ***Centers:******Fluency*** ***Skills******Tech******Word Problems*** | ***Fluency:*** Multiplication and Basic Fractions***Skills:*** iReady***Tech:*** iReady***Word Problems:*** Pathways to Proficiency | ***Fluency:*** Multiplication and Basic Fractions***Skills:*** iReady***Tech:*** iReady***Word Problems:*** Pathways to Proficiency | ***Fluency:*** Multiplication and Basic Fractions***Skills:*** iReady***Tech:*** iReady***Word Problems:*** Pathways to Proficiency | ***Fluency:*** Multiplication and Basic Fractions***Skills:*** iReady***Tech:*** iReady***Word Problems:*** Pathways to Proficiency | ***Fluency:*** Multiplication and Basic Fractions***Skills:*** iReady***Tech:*** iReady***Word Problems:*** Pathways to Proficiency |
| ***Tier II*** |  |  |  |  |  |
| ***Tier III*** |  |  |  |  |  |