Teacher: ROBINSON, HALL Date: 10/7-11/2024 Subject: Math Period:

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| **Alabama CCRS/COS: Standards**  4.4: FOR WHOLE NUMBER IN THE RANGE 1 TO 100, FIND ALL FACTOR PAIRS, IDENTIFYING A NUMBER AS A MULTIPLE OF EACH OF ITS FACTORS |

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| **Outcome(s)/Objective(s) Standards:**  **Mathematical Practices: MP.7 LOOK FOR AND MAKE USE OF STRUCTURE**  STUDENTS RECOGNIZE PATTERNS IN THE ARRAYS THAT CAN BE FORMED FOR A GIVEN WHOLE NUMBER. |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Associative Property of Multiplication Area Model
* Numerical expression Commutative Property of Multiplication
* Array Partial products
* Distributive Property
* Compensation

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | * HOW CAN YOU USE ARRAYS OR MULTIPLICATION TO FIND THE FACTOR OF A NUMBER? * HOW CAN YOU IDENTIFY PRIME AND COMOSITE NUMBERS? * HOW CAN YOU FIND MULTIPLES OF A NUMBER? | * HOW CAN YOU USE ARRAYS OR MULTIPLICATION TO FIND THE FACTOR OF A NUMBER? * HOW CAN YOU IDENTIFY PRIME AND COMOSITE NUMBERS?  HOW CAN YOU FIND MULTIPLES OF A NUMBER? | * HOW CAN YOU USE ARRAYS OR MULTIPLICATION TO FIND THE FACTOR OF A NUMBER? * HOW CAN YOU IDENTIFY PRIME AND COMOSITE NUMBERS?  HOW CAN YOU FIND MULTIPLES OF A NUMBER? | * HOW CAN YOU USE ARRAYS OR MULTIPLICATION TO FIND THE FACTOR OF A NUMBER? * HOW CAN YOU IDENTIFY PRIME AND COMOSITE NUMBERS? * HOW CAN YOU FIND MULTIPLES OF A NUMBER? | * HOW CAN YOU USE ARRAYS OR MULTIPLICATION TO FIND THE FACTOR OF A NUMBER? * HOW CAN YOU IDENTIFY PRIME AND COMOSITE NUMBERS? * HOW CAN YOU FIND MULTIPLES OF A NUMBER? | |
| ***I Can Statement*** | | I CAN USE ARRAYS TO FIND THE FACTORS OF A GIVEN WHOLE NUMBER. | I CAN USE MULTIPLICATION TO FIND ALL THE FACTOR PAIRS FOR A WHOLE NUMBER. | I CAN USE FACTORS TO DETERMINE WHETHER A WHOLE NUMBER GREATER THAN 1 IS PRIME OR COMPOSITE. | I CAN USE MULTIPLICATION TO FIND MULTIPLES OF A GIVEN WHOLE NUMBER. | I CAN USE MULTIPLICATION TO FIND MULTIPLES OF A GIVEN WHOLE NUMBER. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | Review and Model Lesson  Number String  Calendar Math | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Assess the students | |
| Small Group | | PROBLEM SOLVING AND ACAP INTERVENTION | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | PROBLEM SOLVING AND ACAP INTERVENTION | |
| *After/Homework* | | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION  Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet Prodigy, Practice and Study Notes and Problems MATH PLC | STUDENTS CONTINUE TESTING  INTERACTIVE ACTIVITY/EXPERIMENT | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: