**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: November 04-08, 2024 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**   * 3.20 Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares. * 3.21 Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area. * 3.22 Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property. * **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 unit squares to find the area of a shape. * Use standard units to measure the area of a shape. * Use unit squares and multiplication to find the areas of squares and rectangles. * Use areas of rectangles to model the Distributive Property of Multiplication. |

**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 6: Essential Question:  How Do You Measure Area? | Topic 6: Essential Question:  How Can You Measure Area Using Non-Standard Units? | Topic 6: Essential Question:  How Can You Measure Area Using Standard Units of Length? | Topic:6: Essential Question:  How Can You Find the Area of a Figure? | Topic 6: Essential Question:  How Can the Area of Rectangles Represent the Distributive Property? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **TS** Use unit squares to find the area of a shape.  Find the area of shapes and state whether the area is an estimate or not.  I can estimate the area. I can combine partially filled squares to estimate full squares. | **TS** use unit squares to find the area of a figure.  Draw and count unit squares to find the area of a shape.  I can count the number of unit squares.  I can use a different unit square. | TS use standard units to measure the area of a shape.  Write the correct standard unit to record the area of a shape.  I can measure area in standard units. | TS uses unit squares and multiplication to find the areas of squares and rectangles.  Explain how to use multiplication to find the area of squares and rectangles.  I can count the unit squares to find the area. | **TS uses** areas of rectangles to model the Distributive Property of Multiplication.  Identify and write missing numbers to model how to use the Distributive Property of Multiplication.  I can use distributive Property to break apart facts to find the product. | |
| *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 Skill  Use the multiplication table  Topic 6; Lesson 6-1 pgs. 210-212  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6: Lesson 6-2  Lesson 6-2: pgs. 214-216  Look Back  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6 Lesson 6-3  Make Sense and Persevere  Lesson 5-3 pgs. 218-220  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6 Lesson 6-4  Make Sense and Persevere  Lesson 5-4 pgs. 222-224  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6: Lesson 6-5  Make Sense and Persevere  Lesson 5-5 pgs. 226-228  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity  Use Models  Topic 6: Lesson 6-1 Reteach | Intervention Activity  Use Models  Topic 6: Lesson 6-2 Reteach | Intervention Activity:  Use Models  Topic 6: Lesson 6-3 Reteach | Intervention Activity:  Use Models  Topic 6: Lesson 6-4 Reteach | Intervention Activity  Use Models  Topic 6: Lesson 6-5 Reteach | |
| *After/Homework* | | Additional Practice 6-1 | Additional Practice 6-2 | Additional Practice 6-3 | Additional Practice 6-4 | Additional Practice 6-5 | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_