**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: December 16-20, 2024 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.NBT.12: Use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90).
* **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**1. Solve real-world problems using properties of addition.
2. Identify patterns in the addition table and explain them using algebraic thinking.
3. Use mental math to add.
4. Use mental math to subtract.
5. Use place value and a number line to round numbers.
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

***This week’s Vocabulary:***

***Multiply***

 ***one‑digit***

 ***multiple of 10***

 ***place value***

 ***properties of operations***

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | How does multiplying a one‑digit number by a multiple of 10 connect to multiplying two one‑digit numbers? | How does multiplying a one‑digit number by a multiple of 10 connect to multiplying two one‑digit numbers? | How does multiplying a one‑digit number by a multiple of 10 connect to multiplying two one‑digit numbers? | How does multiplying a one‑digit number by a multiple of 10 connect to multiplying two one‑digit numbers? | How does multiplying a one‑digit number by a multiple of 10 connect to multiplying two one‑digit numbers? |
| ***Daily Objective(s)******I Can Statement***  | Use place value understanding and properties of operations to perform multi‑digit arithmetic. | Use place value understanding and properties of operations to perform multi‑digit arithmetic. | Use place value understanding and properties of operations to perform multi‑digit arithmetic. | Use place value understanding and properties of operations to perform multi‑digit arithmetic. | Use place value understanding and properties of operations to perform multi‑digit arithmetic. |
| *Preview* *(Before)**Warm-up- Hook* | Number TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals | Number TalkCalendar MathMath Journals |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Standard 12ACAP Instructional Supports – pages 52-53IntroductionPractice <https://tools.achievethecore.org/coherence-map/3/12/110/110> | Standard 12ACAP Instructional Supports – pages 52-53.Video:<https://www.youtube.com/watch?v=iOsysghGhPg>Game:<https://www.iknowit.com/lessons/c-multiplying-by-multiples-of-10.html> | Standard 12ACAP Instructional Supports – pages 52-53Game: Case of Toilet Paper TrollMultiplying by 10 | Standard 12ACAP Instructional Supports – pages 52-53Lesson:<https://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=255> | Standard 12ACAP Instructional Supports – pages 52-53Lesson:<https://www.ixl.com/math/grade-3/multiply-by-a-multiple-of-ten-using-place-value><https://www.ixl.com/math/grade-3/multiply-by-a-multiple-of-ten> |
|  Small Groups | Intervention ActivityUse ModelsMultiplying by multiples of 10 | Intervention ActivityUse ModelsMultiplying by multiples of 10 | Intervention Activity: Use ModelsMultiplying by multiples of 10 | Intervention Activity: Use ModelsMultiplying by multiples of 10 | Intervention ActivityUse ModelsMultiplying by multiples of 10 |
| *After/Homework* |  |  |  |  |  |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_