**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: October 28- November 01, 2024 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**   * 3.3 Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number. * 3.4 Determine the unknown whole number in a multiplication or division equation relating to three whole numbers. * 3.5 Develop and apply properties of operations as strategies to multiply and divide. * 3.7 Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. * 3.8 Use the relationship between multiplication and division to represent division as an equation with an unknown factor. * 3.9 Recognize and explain arithmetic patterns using properties of operations. * **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 strategies such as bar diagrams and arrays with known facts to solve multiplication problems * Use the relationship between multiplication and division to represent division as an equation with an unknown factor * Develop and apply properties of operations as strategies to multiply and divide * Solve multiplication and division problems that involve different strategies and representations. |

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

**This Week’s Vocabulary:**

* Multiples factors
* Associative(Grouping) Property of Multiplication product
* Distributive Property array

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 5: Essential Question:  How Can You Explain Patterns in the Multiplication Chart? | Topic 5: Essential Question:  How Can You Use a Multiplication Table to Solve Division Problems? | Topic 5 Essential Question:  How Do You Use Strategies to Multiply? | Topic:5 Essential Question:  How Can You Solve Word Problems Using Multiplication and Division? | Topic 5: Essential Question:  How Can You Describe a  Multiplication Fact? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **TS** use the multiplication table and the Distributive Property to find patterns in factors and products.  Read and explore the multiplication table to find patterns in factors and products.  I can use a multiplication table to find patterns. | **TS** use number sense and reasoning while practicing multiplication and division basic facts.  Read and explore the multiplication table and practice multiplication and division facts.  I can look at where rows and columns intersect in a multiplication table to solve a division problem. | TS use strategies such as skip counting and properties of operations to multiply.  Explain how to use different facts and strategies to solve multiplication problems.  I can use drawings, skip counting, tools, and properties of operations to solve the problem.  I can use a bar diagram to solve the problem. | TS use strategies such as skip counting and properties of operations to multiply.  Explain how to use different facts and strategies to solve multiplication problems.  I can use drawings, skip counting, tools, and properties of operations to solve the problem.  I can use a bar diagram to solve the problem. | **TS** Use multiplication and division to write and solve real-world problems involving equal groups.  Write math stories for given multiplication and division equations.  I can draw pictures  and use objects to represent  joining equal groups. | |
| *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 5; Lesson 5-1 pgs. 170-172  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 5: Lesson 5-2  Make Sense and Persevere  Lesson 5-2: pgs. 174-176  Look Back  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 5: Lesson 5-3  Make Sense and Persevere  Lesson 5-3 pgs. 178-180  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 5: Lesson 5-4  Make Sense and Persevere  Lesson 5-4 pgs. 182- 184  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 5: Lesson 5-5  Make Sense and Persevere  Lesson 5-5 pgs. 186- 188  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity  Use Models  Topic 5: Lesson 5-1 Reteach | Intervention Activity  Use Models  Topic 5: Lesson 5-2 Reteach | Intervention Activity:  Use Models  Topic 5: Lesson 5-3 Reteach | Intervention Activity:  Use Models  Topic 5: Lesson 5-4 Reteach | Intervention Activity  Use Models  Topic 5: Lesson 5-5 Reteach | |
| *After/Homework* | | Additional Practice 5-1 | Additional Practice 5-2 | Additional Practice 5-3 | Additional Practice 5-4 | Additional Practice 5-5 | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_