**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.
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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:**

* 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 TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | 30 MinutesExplicit Instruction on SkillUse the multiplication tableTopic 5; Lesson 5-1 pgs. 170-172Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 5: Lesson 5-2Make Sense and PersevereLesson 5-2: pgs. 174-176Look BackLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 5: Lesson 5-3Make Sense and Persevere Lesson 5-3 pgs. 178-180Look BackConvince MeGuided PracticeIndependent Practice  Problem-Solving | 30 MinutesExplicit Instruction on SkillTopic 5: Lesson 5-4Make Sense and Persevere Lesson 5-4 pgs. 182- 184Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 5: Lesson 5-5Make Sense and Persevere Lesson 5-5 pgs. 186- 188Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups | Intervention ActivityUse ModelsTopic 5: Lesson 5-1 Reteach | Intervention ActivityUse ModelsTopic 5: Lesson 5-2 Reteach | Intervention Activity: Use ModelsTopic 5: Lesson 5-3 Reteach | Intervention Activity: Use ModelsTopic 5: Lesson 5-4 Reteach | Intervention ActivityUse ModelsTopic 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):** [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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_