**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: January 27-31, 2025 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**  3.13 Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction   * 3.NF.14a: Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. a. Represent a unit fraction (1/b) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator. * 3.NF.14b: Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. b. Represent a fraction (a/b) on a number line by marking off a length of size (1/b) from zero. * 3.15a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. * 3.17 Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data. * **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. Mathematics: Understand how to read and write unit fractions for equal-sized parts of a region. |

**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 12: Essential Question:  How Can You Measure Lengths and Use Line Plots to Show the Data? | Topic 12: Essential Question:  How Can You Make and Use Line Plots? | Topic 12: Essential Question:  How Can You Make Sense of a Problem and Persevere in Solving It? | Topic:12: Essential Question:  How Can You Record Fractions on a Number Line? | Topic 12: Essential Question:  How Can You Use a Number Line to Represent Fractions Greater Than 1? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | TS measure length to the nearest half inch and shows the data on a line plot.  Read measurements to the nearest half inch and draw a line plot to show them.  <https://youtu.be/SZaXtOHNh6s?si=ZMyAoyQRoC5-40Nv>  <https://youtu.be/mJrSUJ57H30?si=U1bTpavLwqVcVF7B>  I can use number lines to show fractions. | TS measure length to the nearest fourth inch and shows the data on a line plot.  Read measurements to the nearest fourth inch and draw a line plot to show them.  I can use number lines to show fractions. | TS determines when a problem has either extra or missing information.  Read word problems to identify any missing or extra information and explain how it can be solved.  I can identify the quantities given.  I can understand which quantities are needed to solve the problem. | TS will complete chapter 12 assessment.  Topic 12 Assessment | ACAP Instructional Support  Practice:  Discuss measuring lengths and how to use line plot to show data. | |
| *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  Topic 12 Lesson 12-6  Make Sense and Persevere  Lesson 12-6 pgs. 458-460  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 12 Lesson 12-7  Make Sense and Persevere  Lesson 12-7 pgs. 462-464  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 12 Lesson 12-8  Make Sense and Persevere  Lesson 12-8 pgs. 466-468  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 12 Lesson  Make Sense and Persevere  Lesson 12  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 12: Lesson 12-5  Make Sense and Persevere  Lesson 12-5 pgs. 454-456  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity:  Use Models  Topic 12: Lesson 12-6 Reteach | Intervention Activity:  Use Models  Topic 12: Lesson 12-7 Reteach | Intervention Activity:  Use Models  Topic 12: Lesson 12-8 Reteach | Intervention Activity:  Use Models  Topic 12: Lesson  Reteach | Intervention Activity  Use Models  Topic 12: Lesson  Reteach | |
| *After/Homework* | | Additional Practice 12-6 | Additional Practice 12-7 | Additional Practice 12-8 | Additional Practice | Additional Practice | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_