**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: March 17-21, 2025 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards**   * 3.M.24: Construct rectangles with the same perimeter and different areas or the same area and different perimeters. * 3.M.25: Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles. * **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**   * Show and tell the time to the nearest minute using analog and digital clocks. * Find elapsed time using a number line. * Measure lengths using rulers marked with halves and fourths. |

**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 16: Essential Question:  How Do You Find Perimeter? | Topic 16: Essential Question:  How Do You Find Perimeter? | Topic 16: Essential Question:  How Can You Find the Perimeters of Common Shapes? | Topic 16: Essential Question:  How Can You Find an Unknown Side Length from the Perimeter? | Topic 16: Essential Question:  Can Rectangles Have Different Areas but the Same Perimeter? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | TS find the perimeter of different polygons.  TS records the perimeter of polygons with the correct standard unit.  I can find the perimeter by counting unit segments.  I can add the lengths of the sides to find the perimeter. | TS find the perimeter of different polygons.  TS records the perimeter of polygons with the correct standard unit.  I can find the perimeter by counting unit segments.  I can add the lengths of the sides to find the perimeter | TS finds the perimeter of different polygons with common shapes.  TS discuss how to use addition or multiplication to find the perimeter of shapes.  I can find the perimeter of different polygons with common shapes. | TS uses the given sides of a polygon and the known perimeter to find the unknown side length.  TS restates problems involving a given side and perimeter to find the unknown side length.  I can find the unknown side length from the perimeter. | TS understands the relationship of shapes with the same perimeter and different areas.  TS tell the difference between area and perimeter and describe shapes with the same perimeter and different areas.  I can describe the difference between area and perimeter.  I can | |
| *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 Skills from Topic 16  Make Sense and Persevere  Review lessons from Topic 14 and measurement using rulers  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic 16  Make Sense and Persevere  Review lessons from Topic 14 and measurement using rulers  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic 16  Make Sense and Persevere  Review lessons from Topic 14 and measurement using rulers  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic 16  Make Sense and Persevere  Review lessons from Topic 14 and measurement using rulers  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skills from Topic 16  Make Sense and Persevere  Review lessons from Topic 14 and measurement using rulers  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity:  Use Models  Model find the perimeter of a polygon | Intervention Activity:  Use Models  Model find the perimeter of a polygon | Intervention Activity:  Use Models  Demonstrating of measurement | Intervention Activity:  Use Models  Demonstrating of measurement | Intervention Activity:  Use Models  Demonstrating of measurement | |
| *After/Homework* | | Find the Perimeter  Reinforcement activities | Find the Perimeter  Reinforcement activities | Measurement  Reinforcement activities | Measurement  Reinforcement activities | Measurement  Reinforcement activities | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_