Teacher: Robinson, Hall Date:10/ 21-25 2024 Subject: Math Period:

|  |
| --- |
| **Alabama CCRS/COS: Standards**  4.20. A.B INTERPRET DATA IN GRAPHS.  4.21A.B SELECT AND USE AN APPROPRIATE UNIT OF MEASUREMENT FOR A GIVEN ATTRIBUTE.   * WITHIN ONE SYSTEM OF UNITS, EXPRESS MEASUREMENTS OF A LARGER UNIT IN TERMS OF A SIMILAR UNIT RECORD MEASUREMENT EQUIVALENTS IN A TWO-COLUMN TABLE.   22.a.b.c. Use the four operations to solve measurement word problems with distance, intervals of time, liquid volume, mass of objects, and money.   * Solve measurement problems involving simple fractions or decimals. * Solve measurement problems that require expressing measurements given in a larger unit in terms of a smaller unit. * Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.   23. Apply area and perimeter formulas for rectangles in real-word and mathematical situations.  Reteach |

|  |
| --- |
| **Standards:** 4.MD.B.4 4.NF.A.1  **Mathematical Practices:** MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8  ● Read line plots ● Make line plots ● Use line plots to solve problems  **Standards:** 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.NF.B.3d 4.NF.B.4 4.NF.B.4c 4.NTB.B.5  **Mathematical Practices:** MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8  Equivalence with customary units of length ● Equivalence with customary units of capacity ● Equivalence with customary units of weight ● Equivalence with metric units of length ● Equivalence with metric units of capacity and mass ● Solve area and perimeter problems. |
| 20a. Create a line plot to display a data set of measurements in fractions of a unit (1/2,1/4,1/8).  20b. Solve problems involving addition and subtraction of fractions using information presented in line plots.  22c. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  3 Determine and justify solutions for multi-step word problems, including problems where remainders must be interpreted.  3a. Write equations to show solutions for multi-step word problems with a letter standing for the unknown quantity.  15c Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.  16c Solve word problems involving multiplying a whole number times a fraction using visual fraction models and equations to represent the problem.  21 Select and use an appropriate unit of measurement for a given attribute (length, mass, liquid volume, time) within one system of units: metric - km, m, cm; kg, g, l, ml; customary - lb, oz; time - hr, min, sec.  21a Within one system of units, express measurements of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.  23. Apply area and perimeter formulas for rectangles in real-word and mathematical situations.  22 Use the four operations to solve measurement word problems with distance, intervals of time, liquid volume, mass of objects, and money.  22a. Solve measurement problems involving simple fractions or decimals.  22b. Solve measurement problems that require expressing measurements given in a larger unit in terms of a smaller unit.  22c. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  23 Apply area and perimeter formulas for rectangles in real-world and mathematical situations.  **This Week’s Vocabulary:**   * Scale * Capacity * Quart * Gallon * Cup * Pint * Fluid ounce * Weight * Ounce * Pound * Ton * Millimeter * Centimeter * Meter * Kilometer * Mas * Milliliter * Liter * Gram * Milligram * Kilogram * Perimeter * Area * Formula * Area * Perimeter |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How can you convert from one unit to another? How can you be precise when solving math problems? | How can you convert from one unit to another? How can you be precise when solving math problems? | How can you convert from one unit to another? How can you be precise when solving math problems? | *How can I compute the area and perimeter of an object?* | ***How can I compute the area and perimeter of an object?*** | |
| ***I Can Statement*** | | **I CAN CONVERT FROM ONE UNIT TO ANOTHER AND BE ACCURATE IN SOLVING MATH PROBLEM.** | **I CAN CONVERT FROM ONE UNIT TO ANOTHER AND BE ACCURATE IN SOLVING MATH PROBLEM.** | **I CAN CONVERT FROM ONE UNIT TO ANOTHER AND BE ACCURATE IN SOLVING MATH PROBLEM.** | I can compute the area and perimeter of an object. | I can compute the area and perimeter of an object. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | SAY SOMETHING  Number String  Calendar Math  Bell Ringer  Prior Knowledge Real World Scenarios  Pose the Solve and Share Problem  Example | Review and Model Lesson  Number String  Calendar Math | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Centers: Fluency/Skill- Envision 487  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 487  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 487  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 487  Teacher Table  Word Work  Technology- Iready teacher assignments | Assess the students | |
| Small Group | | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | PROBLEM SOLVING AND ACAP INTERVENTION | |
| *After/Homework* | | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION  Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet  Prodigy, Practice and Study Notes and Problems | STUDENTS CONTINUE TESTING | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: