**District Math Lesson Plan Template**

**Teachers:** Yolanda Randolph **Date:** May 05-09, 2025 **Subject:** Math **Period:** Fifth

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| **Alabama CCRS/COS: Standards**   * Multiply 2-digit numbers by 2-digit numbers: multi-step word problems. * 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**   * Solve real-world problems using properties of data. * Identify patterns in the addition table and explain them using algebraic thinking. * Use mental math to multiply. * Use mental math to divide. * Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary. |

**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:**

* Data
* Scaled Picture
* Scale
* Key
* Scaled Bar Graph
* Frequency Table
* Survey

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Essential Questions:  How Can You Be Precise When Solving Math Problems? | Essential Questions:  How Can You Be Precise When Solving Math Problems? | Essential Questions:  How Can You Be Precise When Solving Math Problems? | Essential Questions:  How Can You Be Precise When Solving Math Problems? | Essential Questions:  How Can You Be Precise When Solving Math Problems? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Multiply 2-digit numbers by 2-digit numbers with regrouping.  Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.  Identify specific given information in word problems that can help to solve the problem.  I can multiply 2-digit by 2-digit number. | Multiply 2-digit numbers by 2-digit numbers with regrouping.  Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.  Identify specific given information in word problems that can help to solve the problem.  I can multiply 2-digit by 2-digit number. | Multiply 2-digit numbers by 2-digit numbers with regrouping.  Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.  Identify specific given information in word problems that can help to solve the problem.  I can multiply 2-digit by 2-digit number. | Multiply 2-digit numbers by 2-digit numbers with regrouping.  Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.  Identify specific given information in word problems that can help to solve the problem.  I can multiply 2-digit by 2-digit number. | Multiply 2-digit numbers by 2-digit numbers with regrouping.  Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.  Identify specific given information in word problems that can help to solve the problem.  I can multiply 2-digit by 2-digit number. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Number Talk  Class Discussion | Number Talk  Class Discussion | Number Talk  Class Discussion | Number Talk  Class Discussion | Number Talk  Class Discussion | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | 30 Minutes  Explicit Instruction on Skill  Topic  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | 30 Minutes  Explicit Instruction on Skill  Topic  Solve and Share  Look Back  Convince Me  Guided Practice  Independent Practice  Problem Solving | |
| Small Groups | | Intervention Activity: Use Mental Math to Solve Problems | Intervention Activity: Use Mental Math to Solve Problems | Intervention Activity: Use Mental Math to Solve Problems | Intervention Activity: Use Mental Math to Solve Problems  Topic | Intervention Activity:  Use Mental Math to Solve Problems  Topic | |
| *After/Homework* | |  |  |  | Additional Practice 15-4 | Additional Practice 15-5 | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_