Teacher: Robinson/Hall Date: 9/2-6 Subject: Math Period:

|  |
| --- |
| **Alabama CCRS/COS: Standards** 4.10 Use place value strategies to fluently add and subtract multi-digit whole numbers and connect strategies to the standard algorithm.4.3 DETERMINE AND JUSTIFY SOLUTIONS FOR MULTI-STEP WORD PROBLEMS, INCLUDING PROBLEMS WHERE REMAINDERS MUST BE INTERPRETED. |

|  |
| --- |
| **Learning Target(s)*** ADD 3-DIGIT NUMBERS SSING PLACE-VALUE CONCEPTS AND THE STANDARD ALGORITH.
* ADD NUMBERS TO THE ONE MILLION, WITH AND WITHOUT REGROUPING, USING THE STANDARD ALGORITHM.
* Use place value and the standard algorithm to subtract whole numbers.
 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [ ]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [x]  Think-Pair-Share |  | [ ]  Reading |   | [x]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [x]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [ ]  -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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

 **Identity Property of Addition algorithm**

 **Commutative Property of Addition inverse operations**

 **Associative Property of Addition**

 **Count up**

 **Compensation**

 **Variable**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  HOW CAN I ADD 3-DIGIT NUMBERS USING PLACE-VALUE CONCEPTS AND THE STANDARD ALGORITHM. |  HOW CAN I ADD 3-DIGIT NUMBERS USING PLACE-VALUE CONCEPTS AND THE STANDARD ALGORITHM. |  HOW CAN I ADD 3-DIGIT NUMBERS USING PLACE-VALUE CONCEPTS AND THE STANDARD ALGORITHM. |  HOW CAN I ADD NUMBERS TO ONE MILLION, WITH AND WITHOUT REGROUPING, USING THE STANDARD ALGORITHM. |  HOW CAN I use place value and the standard algorithm to subtract whole numbers. |
|  ***I Can Statement***  | I CAN CONNECT PLACE-VALUE CONCEPTS TO USING ADDITION ALGORITHMS. | I CAN CONNECT PLACE-VALUE CONCEPTS TO USING ADDITION ALGORITHMS. | I CAN CONNECT PLACE-VALUE CONCEPTS TO USING ADDITION ALGORITHMS. | I CAN USE THE STANDARD ALGORITHM AND PLACE VALUE TO ADD MULTI-DIGIT NUMBERS. | I CAN use place value and the standard algorithm to subtract whole numbers. |
| *Preview* *(Before)**Warm-up- Hook* | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | SAY SOMETHINGNumber StringCalendar MathBell RingerPrior Knowledge Real World Scenarios Pose the Solve and Share ProblemExample | Review and Model LessonNumber StringCalendar Math |
|  *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | OBSERVE STUDENTS AT WORKModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Assess the students |
|  Small Group | PROBLEM SOLVING AND ACAP INTERVENTION | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.265Teacher TableWord WorkTechnology | PROBLEM SOLVING AND ACAP INTERVENTION |
| *After/Homework* | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATIONSolve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, BookletProdigy, Practice and Study Notes and Problems | GRAND CONVERSATION Solve the Problem Pad, Kahoot, Booklet Prodigy, Practice and Study Notes and Problems MATH PLC | STUDENTS CONTINUE TESTINGINTERACTIVE ACTIVITY/EXPERIMENT |
| **Assessment (Formative):** [x] Class work [x] Notebook [x] Homework [x] quizzes [x] Tests [ ] Computer activities [x] 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 [x]  Teacher Questions [ ]  Student Summary [x]  Other: