Teacher: ROBINSON, HALL Date: 9/23-27/2024 Subject: Math Period:

|  |
| --- |
| **Alabama CCRS/COS: Standards**  4.10 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [4-NBT5] |

|  |
| --- |
| **Outcome(s)/Objective(s) Standards:**  **Mathematical Practices:** 4. NF.A.1 4. NF.A.2 MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8  1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Associative Property of Multiplication Area Model
* Numerical expression Commutative Property of Multiplication
* Array Partial products
* Distributive Property
* Compensation

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW CAN YOU MULTIPLY BY MULTIPLES OF 10,100, AND 1,000?  HOW CAN YOU MULTIPLY WHOLE NUMBERS? | HOW CAN YOU MULTIPLY BY MULTIPLES OF 10,100, AND 1,000?  HOW CAN YOU MULTIPLY WHOLE NUMBERS? | HOW CAN YOU MULTIPLY BY MULTIPLES OF 10,100, AND 1,000?  HOW CAN YOU MULTIPLY WHOLE NUMBERS? | HOW CAN YOU MULTIPLY BY MULTIPLES OF 10,100, AND 1,000?  HOW CAN YOU MULTIPLY WHOLE NUMBERS? | HOW CAN YOU MULTIPLY BY MULTIPLES OF 10,100, AND 1,000?  HOW CAN YOU MULTIPLY WHOLE NUMBERS? | |
| ***I Can Statement*** | | I CAN MULTIPLY MULTIPLES OF 10, 100, 1000, USING MENTAL MATH AND PLACE-VALUE STRATEGIES. | I CAN USE ROUNDING TO ESTIMATE PRODUCTS, AND CHECK IF ANSWERS ARE REASONABLE. | I CAN USE ARRAYS AND PARTIAL PRODUCTS TO MULTIPLY 2 AND 3 DIGIT NUMBERS BY 1 DIGIT. | I CAN USE AREA MODELS AND DISTRIBUTIVE PROPERTY TO MULTIPLY LARGER NUMBERS. | I CAN USE PLACE VALUE AND PARTIAL PRODUCTS TO MULTIPLY 3 AND 4 DIGIT NUMBERS BY 1 DIGIT NUMBERS. | |
| *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- | | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Observe Student at Work  Model Problem  Guided Practice  Independent Practice  Share and show | Assess the students | |
| Small Group | | PROBLEM SOLVING AND ACAP INTERVENTION | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | Centers:  Fluency/Skill- Envision pg.311  Teacher Table  Word Work  Technology | 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 MATH PLC | STUDENTS CONTINUE TESTING  INTERACTIVE ACTIVITY/EXPERIMENT | |
| **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: