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.81. 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 |   | [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:**

* 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 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 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 | Observe Student at WorkModel ProblemGuided PracticeIndependent PracticeShare and show | Assess the students |
|  Small Group | PROBLEM SOLVING AND ACAP INTERVENTION | Centers: Fluency/Skill- Envision pg.311Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.311Teacher TableWord WorkTechnology | Centers: Fluency/Skill- Envision pg.311Teacher 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: