Teacher: Hall, Robinson Date: 11/18/24 Subject: Math Period:

|  |
| --- |
| **Alabama CCRS/COS: Standards**  27. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.  28. Identify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or absence of angles of a specified size.  a. Describe right triangles as a category, and identify right triangles. |

|  |
| --- |
| **Standards:**  CC.4.MD.7 SWBAT RECOGNIZE ANGLE MEASURE AS ADDITIVE. SOLVE ADDITION AND SUBTRACTION PROBLEMS TO FIND UNKNOWN ANGLES ON A DIAGRAM IN REAL WORLD AND MATHEMATICAL PROBLEMS. |
| 27. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.  28. Identify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the absence of angles of a specified size.  a. Describe right triangles as a category, and identify right triangles.  **This Week’s Vocabulary:**   * Two-dimensional figure * Parallel lines * Perpendicular lines * Angle * Right triangle |

**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 classify triangles and quadrilaterals? What is line symmetry? | How can you classify triangles and quadrilaterals? What is line symmetry? | How can you classify triangles and quadrilaterals? What is line symmetry? | How can you classify triangles and quadrilaterals? What is line symmetry? | ***How can I identify and manipulate lines, rays, and angles with various measurements?*** | |
| ***I Can Statement*** | | **I can identify and manipulate lines, rays, and angles with various measurements*.*** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** | **I can identify and manipulate lines, rays, and angles with various measurements** | |
| *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 591  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers: Fluency/Skill- Envision 591  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: