**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: October 14-18, 2024 Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.3 Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.
* 3.4 Determine the unknown whole number in a multiplication or division equation relating to three whole numbers.
* 3.5 Develop and apply properties of operations as strategies to multiply and divide.
* 3.7 Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.
* 3.8 Use the relationship between multiplication and division to represent division as an equation with an unknown factor.
* 3.9 Recognize and explain arithmetic patterns using properties of operations.
* **Standards for Mathematical Practice**
* 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*** use strategies such as bar diagrams and arrays with known facts to solve multiplication problems
* Use the relationship between multiplication and division to represent division as an equation with an unknown factor
* Develop and apply properties of operations as strategies to multiply and divide
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**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 |  | [x]  Vocabulary Overview |   | [x]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -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:savvasrealize.com and savvaseasybridge.com\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

* Multiples factors
* Associative(Grouping) Property of Multiplication product
* Distributive Property array

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  | Topic 4 Essential Question:How Do Multiplication and Division Equations Work? | Topic 4 Essential Question:How Can You Make Sense of a Problem and Persevere in Solving It? | Topic:4 Essential Question:How Can You Make Sense of a Problem and Persevere in Solving It? | Topic 5: Essential Question:How Can You Explain Patterns in the Multiplication Chart? |
| ***Daily Objective(s)******I Can Statement***  | **Columbus Day/****Professional Development** | TS use multiplication and division facts to find unknown values in equations.I can write an equation to represent the problem. | **TS** use previously learned concepts to find and answer hidden questions to solve problems.I can identify what is known from the problem.I can make a plan to solve the problem. | **TS** use previously learned concepts to find and answer hidden questions to solve problems.I can identify what is known from the problem.I can make a plan to solve the problem. | **TS** use the multiplication table and the Distributive Property to find patterns in factors and products.Read and explore the multiplication table to find patterns in factors and products.I can use a multiplication table to find patterns. |
| *Preview* *(Before)**Warm-up- Hook* |  | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share | Number TalkSolve and Share |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | 30 MinutesExplicit Instruction on SkillTopic 4: Lesson 4-8: Write a division equation.Lesson 4-8: pgs. 146-148Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 MinutesExplicit Instruction on SkillTopic 4: Lesson 4-9: Make Sense and PersevereLesson 4-9: pgs. 150-152Look BackLook BackConvince MeGuided PracticeIndependent PracticeProblem-Solving | 30 Minutes Explicit Instruction on Skill Topic 4: Review weekly lessons Vocabulary Review Weekly Assessment Lessons 4-7 – Lesson 4-9 Topic 4 ReviewLook BackConvince MeGuided PracticeIndependent Practice Problem-Solving | 30 MinutesExplicit Instruction on SkillUse the multiplication tableTopic 5; Lesson 5-1 pgs. 170-172Look BackConvince MeGuided PracticeIndependent PracticeProblem-Solving |
|  Small Groups |  | Intervention Activity: Use ModelsTopic 4: Lesson 4-8 Reteach | Intervention Activity: Use ModelsTopic 4: Lesson 4-9Reteach | Intervention Activity: Use ModelsTopic 4: Lesson 4-9 Reteach | Intervention ActivityTopic 5: Lesson 5-1 Reteach |
| *After/Homework* |  | Additional Practice 4-8 | Additional Practice 4-9 | Additional Practice 4-9 | Additional Practice 5-1 |
| **Assessment (Formative):** [x] Class Work [ ] Notebook [x] Homework [ ] Quizzes [ ] Tests [x] Computer Activities [x] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarizing****:** [ ]  3-2-1 [x]  Ticket out the Door [ ]  The Important Thing [ ]  Cue Cards [ ]  Teacher Questions [ ]  Student Summary [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_