**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 |

**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 |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **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: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 Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | |  | 30 Minutes  Explicit Instruction on Skill  Topic 4: Lesson 4-8: Write a division equation.  Lesson 4-8: pgs. 146-148  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 4: Lesson 4-9:  Make Sense and Persevere  Lesson 4-9: pgs. 150-152  Look Back  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes Explicit Instruction on Skill Topic 4: Review weekly lessons Vocabulary Review  Weekly Assessment  Lessons 4-7 – Lesson 4-9 Topic 4 Review  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Use the multiplication table  Topic 5; Lesson 5-1 pgs. 170-172  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | |  | Intervention Activity: Use Models  Topic 4: Lesson 4-8 Reteach | Intervention Activity: Use Models  Topic 4: Lesson 4-9Reteach | Intervention Activity: Use Models  Topic 4: Lesson 4-9 Reteach | Intervention Activity  Topic 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):** Class Work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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