Teacher: Dubose-Thomas , Jones Date:9/9-9/13 Subject: Math Period: 4th

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| **Alabama CCRS/COS: Standards**  CC.4.NF.3 SWBAT BUILD FRACTIONS FROM UNIT FRACTIONS BY APPLYING AND EXTENDING PREVIOUS UNDERSTANDINGS OF OPERATIONS ON WHOLE NUMBERS. UNDERSTAND A FRACTION A/B WITH A >1 AS A SUM OF FRACTIONS1/B.  ELD STANDARD 3 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF MATHEMATICS. RETEACH |

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| **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   * Equivalent Fractions:Area Models * Equivalent Fractions:Number Lines * Generate Equivalent Fractions using multiplication * Generate Equivalent Fractions using division. * Use benchmarks to compare   fractions   * Compare Fractions |

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

**This Week’s Vocabulary: Common factor** Identify property of multiplication

**Benchmark fraction**

Equivalent fraction

Fraction

Numerator

Denominator

Identify property of multiplication

**Common factor**

**Benchmark fraction**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? | HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? | HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? | HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? | HOW CAN I DETERMINE EQUILVALENT FRACTIONS AND ORDERIING FRACTIONS? | |
| ***I Can Statement*** | | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | I CAN DETERMINE EQUILVALENT FRACTIONS AND ORDER FRACTIONS. | |
| *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: