**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: Dec. 09-13, 2024 (Continue) Subject: Math Period: Fifth

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| **-Alabama CCRS/COS: Standards** * 3.16 For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.
* **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*** **Uses graphs to compare and interpret data.**
* Uses frequency tables and picture graphs to compare and interpret data.
* Uses frequency tables and picture graphs to compare and interpret data.
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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | How can you read picture graph? | How Do You Make a Picture Graph? | How can I use a scaled bar graph? | How can I use bar graphs to solve problems? | What can I use to precisely solve math problems?  |
| ***Daily Objective(s)******I Can Statement***  | TS uses graphs to compare and interpret data.Read the titles, labels, and representations on graphs to compare and interpret data.Use graphs to compare and interpret data.I can read and interpret data. | TS uses frequency tables and picture graphs to compare and interpret data.Compare and interpret data by translating from one representation to another.I can collect data with a survey by asking people questions. | TS uses graphs to compare and interpret data.Read the titles, labels, and representations on graphs to compare and interpret data.Use graphs to compare and interpret data.I can read and interpret data. | TS uses graphs to compare and interpret data.Read the titles, labels, and representations on graphs to compare and interpret data.Use graphs to compare and interpret data.I can read and interpret data. | TS uses frequency tables and picture graphs to compare and interpret data.Compare and interpret data by translating from one representation to another.I can collect data with a survey by asking people questions. |
| *Preview* *(Before)**Warm-up- Hook* | Number TalkSolve and Share | 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 7 Lesson 7-1Make Sense and Persevere Lesson 7-1 pgs. 254-256Look BackConvince MeGuided PracticeIndependent PracticeProblem-SolvingACAP Creating Ice Cream Picture Graph | 30 MinutesExplicit Instruction on SkillTopic 7: Lesson 7-2Make Sense and Persevere Lesson 7-2 pgs. 258-260Look BackConvince MeGuided PracticeIndependent PracticeProblem-SolvingACAP Creating Birthday Picture Graph | 30 MinutesExplicit Instruction on SkillTopic 7: Lesson 7-3Make Sense and Persevere Lesson 7-2 pgs. 261-264Look BackConvince MeGuided PracticeIndependent PracticeProblem-SolvingACAP Creating Ice Cream Bar Graph | 30 MinutesExplicit Instruction on SkillTopic 7: Lesson 7-4Make Sense and Persevere Lesson 7-2 pgs. 265-268Look BackConvince MeGuided PracticeIndependent PracticeProblem-SolvingACAPFrequency and Tally Charts | 30 MinutesExplicit Instruction on SkillTopic 7: Lesson 7-5Make Sense and Persevere Lesson 7-2 pgs. 269-272Look BackConvince MeGuided PracticeIndependent PracticeProblem-SolvingACAPSolving Word Problems with Graphs |
|  Small Groups | Intervention ActivityUse ModelsTopic 7: Lesson 7-1 Reteach | Intervention ActivityUse ModelsTopic 7: Lesson 7-2 Reteach | Intervention Activity: Use ModelsTopic 7: Lesson 7-3 Reteach | Intervention Activity: Use ModelsTopic 7: Lesson 7-4 Reteach | Intervention ActivityUse ModelsTopic 7: Lesson 7-5 Reteach |
| *After/Homework* | Additional Practice 7-1 | Additional Practice 7-2 | Additional Practice 7-3 | Additional Practice 7-4 | Additional Practice 7-5 |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_