Teacher: Hall & Robinson Date:9/30-10/4 Subject: Math Period:

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| **Alabama CCRS/COS: Standards**  TSW READ AND INTERPRET DATA USING LINE PLOTS: REPRESENT DATA USING LINE PLOTS AND INTERPRET DATA IN LINE PLOTS TO SOLVE PROBLEMS, USING FRACTIONS AND CRIIQUE THE REASONING OF UNDERSTANDING OF LINE PLOTS. ELD STANDARD 3 ENGLISH LANGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS, AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF MATHEMATICS. |

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| **Standards:** 4.MD.B.4 4.NF.A.1  **Mathematical Practices:** MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8  ● Read line plots ● Make line plots ● Use line plots to solve problems |
| 13. Using area and length fraction models, explain why one fraction is equivalent to another, taking into account that the number and size of the parts differ even though the two fractions themselves are the same size.  13a. Apply principles of fraction equivalence to recognize and generate equivalent fractions.  14. Compare two fractions with different numerators and different denominators using concrete models, benchmarks (0, ½, 1), common denominators, and/or common numerators, recording the comparisons with symbols >, =, or <, and justifying the conclusions.  14a. Explain that comparing two fractions is valid only when the two fractions refer to the same whole.  15c. Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.  20. Interpret data in graphs (picture, bar, and line plots) to solve problems using numbers and operations.  20a. Create a line plot to display a data set of measurements in fractions of a unit (1/2,1/4,1/8).  20b. Solve problems involving addition and subtraction of fractions using information presented in line plots.  22c. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |

**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:**  Smartboard  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

* Line plot

Scale

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How can you solve problems using data on a line plot? How can you make a line plot? | How can you solve problems using data on a line plot? How can you make a line plot? | How can you solve problems using data on a line plot? How can you make a line plot? | How can you solve problems using data on a line plot? How can you make a line plot? | How can you solve problems using data on a line plot? How can you make a line plot? | |
| ***I Can Statement*** | | **I CAN SOLVE PROBLEMS AND MAKE A LINE PLOT GRAPH.** | **I CAN SOLVE PROBLEMS AND MAKE A LINE PLOT GRAPH.** | **I CAN SOLVE PROBLEMS AND MAKE A LINE PLOT GRAPH.** | **I CAN SOLVE PROBLEMS AND MAKE A LINE PLOT GRAPH.** | **I CAN SOLVE PROBLEMS AND MAKE A LINE PLOT GRAPH.** | |
| *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 | | Centers:  Fluency/Skill- Envision 423  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers:  Fluency/Skill- Envision 423  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers:  Fluency/Skill- Envision 423  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers:  Fluency/Skill- Envision 423  Teacher Table  Word Work  Technology- Iready teacher assignments | Centers:  Fluency/Skill- Envision 423  Teacher Table  Word Work  Technology- Iready teacher assignments | |
| *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):** Classwork 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: