**Math Lesson Plan Template**

Teacher: Johnson Date: March 10-14, 2025

**Helpful links:**

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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| **Engagement Strategies:**  ☐ - Collaborative Group Work ☐ - Purposeful Questioning ☐ - Real World Connection ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ☐ - Questioning Techniques ☐ - Manipulatives ☐ -Student Discourse ☐ - Math Games |
| **Technology Integration:** ☐ Smart board ☐ Document Camera ☐ IPADS ☐ MacBooks ☐ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Standard(s)*** | **K.1** | **K.1** | **K.1** | **K.1** | **K.1** |
| ***I Can Statement***  ***(Learning Target)*** | **I can count to 100.** | **I can count to 100.** | **I can count to 100.** | **I can count to 100.** | **I can count to 100.** |
| ***Academic Vocabulary*** | **Column, ones, pattern, tens** | **Column, ones, pattern, tens** | **Decade, hundred chart** | **Decade, hundred chart** | **Decade, hundred chart** |
| ***Number Sense Routine (10-15 minutes)*** | **Calendar Math** | **Calendar Math** | **Calendar Math** | **Calendar Math** | **Calendar Math** |
| ***Problem-Solving*** | **Choral Counting**  Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred. | **Choral Counting**  Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred. | **Choral Counting**  Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred. | **Choral Counting**  Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred. | **Choral Counting**  Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred. |
| ***Small Groups: Teacher Table*** | Roll and Count | Roll and Count | Grab and Count | Grab and Count | Build It |
| ***Centers:***  ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** | ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** | ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** | ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** | ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** | ***Fluency***  ***Skills***  ***Tech***  ***Word Problems*** |
| ***Tier II*** | Z.C  I.C  D.G  T.H  J.H  J.L  I.W | Z.C  I.C  D.G  T.H  J.H  J.L  I.W | Z.C  I.C  D.G  T.H  J.H  J.L  I.W | Z.C  I.C  D.G  T.H  J.H  J.L  I.W | Z.C  I.C  D.G  T.H  J.H  J.L  I.W |
| ***Tier III*** | D.B  J.B  R.B  S.E  A.F  M.N  K.R  A.S | D.B  J.B  R.B  S.E  A.F  M.N  K.R  A.S | D.B  J.B  R.B  S.E  A.F  M.N  K.R  A.S | D.B  J.B  R.B  S.E  A.F  M.N  K.R  A.S | D.B  J.B  R.B  S.E  A.F  M.N  K.R  A.S |