**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.CI.CD.GT.HJ.HJ.LI.W | Z.CI.CD.GT.HJ.HJ.LI.W | Z.CI.CD.GT.HJ.HJ.LI.W | Z.CI.CD.GT.HJ.HJ.LI.W | Z.CI.CD.GT.HJ.HJ.LI.W |
| ***Tier III*** | D.BJ.BR.BS.EA.FM.NK.RA.S | D.BJ.BR.BS.EA.FM.NK.RA.S | D.BJ.BR.BS.EA.FM.NK.RA.S | D.BJ.BR.BS.EA.FM.NK.RA.S | D.BJ.BR.BS.EA.FM.NK.RA.S |