**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: November 18-22, 2024 Subject: Math Period: Sixth

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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. * 3.22 Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property. * 3.23 Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials. * **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**   * Use unit squares and multiplication to find the areas of squares and rectangles. * Use areas of rectangles to model the Distributive Property of Multiplication. * **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. |

**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:savvasrealize.com and savvaseasybridge.com\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Topic 6: Essential Question:  How Can You Find the Area of an Irregular Shape? | Topic 6: Essential Question:  How Can You Use Structure to Solve Problems? | Topic 7: Essential Question: | Topic:7: Essential Question:  How can you read picture graph? | Topic 7: Essential Question:  How Do You Make a Picture Graph? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | TS use areas of rectangles to find the area of irregular shapes.  Use areas of rectangles to find the area of irregular shapes.  I can look for relationships.  I can think about smaller shapes that are part of the larger shape. | TS solve problems by breaking apart or changing the problem into simpler problems.  Ask and answer questions to break a problem into smaller parts to solve.  Solve problems by breaking apart or changing the problem into simpler problems. | **TS complete topic assessment.**  **Topic 6 Assessment** | 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 Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | Number Talk  Solve and Share | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | 30 Minutes  Explicit Instruction on Skill  Topic 6: Lesson 6-6  Lesson 6-6 pgs. 230-232  Look Back  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6: Lesson 6-7  Lesson 6-7: pgs. 234-236  Look Back  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 6  Make Sense and Persevere  Lesson 6  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 7 Lesson 7-1  Make Sense and Persevere  Lesson 7-1 pgs. 254-256  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | 30 Minutes  Explicit Instruction on Skill  Topic 7: Lesson 7-2  Make Sense and Persevere  Lesson 7-2 pgs. 258-260  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving | |
| Small Groups | | Intervention Activity  Use Models  Topic 6: Lesson 6-6 Reteach | Intervention Activity  Use Models  Topic 6: Lesson 6-7 Reteach | Intervention Activity:  Use Models  Topic 6: Assessment | Intervention Activity:  Use Models  Topic 7: Lesson 7-1 Reteach | Intervention Activity  Use Models  Topic 7: Lesson 7-2 Reteach | |
| *After/Homework* | | Additional Practice 6-6 | Additional Practice 6-7 | Topic Assessment | Additional Practice 7-1 | Additional Practice 7-2 | |
| **Assessment (Formative):** Class Work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_