**District Math Lesson Plan Template**

Teacher: Yolanda Randolph Date: April 14-18, 2025 Subject: Math Period: Fifth

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| **Alabama CCRS/COS: Standards**   * 9. Recognize and explain arithmetic patterns using properties of operations. * 14. Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.   a. Represent a unit fraction (1 𝑏𝑏 ) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator.  b. Represent a fraction (𝑎𝑎 𝑏𝑏 ) on a number line by marking off a lengths of size (1 𝑏𝑏 ) from zero.   * 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.   a. Determine a simple probability from a context that includes a picture.  b. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled graphs.   * 26. Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners. * a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares. * 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**   * I can explain patterns using properties of operations. * I can use a number line to represent fractions. * I can solve two-step problems using data from various graphs. * I can recognize various geometric shapes. |

**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 16: Essential Question:  How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:  How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:  How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:  How do we prepare for ACAP Summative testing? | Topic 16: Essential Question:  How do we prepare for ACAP Summative testing? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | TS review standards for ACAP Summative test.  I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.  I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.  I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.  I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | TS review standards for ACAP Summative test.  I can understand and apply key mathematical concepts, problem-solving strategies, and the ability to represent mathematical ideas in various forms. | |
| *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 Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving  ACAP Math – Chapter 3  Data Measurement  Pages 54-67 | 30 Minutes  Explicit Instruction on Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving  ACAP Math – Chapter 7  Patterns  Pages 111-120 | 30 Minutes  Explicit Instruction on Skills from  Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving  ACAP Math – Chapter 8  Geometry  Pages 121-139 | 30 Minutes  Explicit Instruction on Skills Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving  ACAP Math – Chapter 6  Operations and Properties  Pages 97-110 | 30 Minutes  Explicit Instruction on Skills from Topic  Make Sense and Persevere  Review lessons from Topic  Look Back  Convince Me  Guided Practice  Independent Practice  Problem-Solving  ACAP Math – Chapter 9  Fractions  Pages 140-163 | |
| Small Groups | | Intervention Activity:  Use Models  Model | Intervention Activity:  Use Models  Model | Intervention Activity:  Use Models | Intervention Activity:  Use Models | Intervention Activity:  Use Models | |
| *After/Homework* | | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | Review ACAP standard using Pathway to Proficiency | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_