**Autauga County Schools Strategic Lesson Plan**

School: Autaugaville

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| Teacher: Graham Grade Level: 3rd Content Area: Math Week of: Jan. 27-31, 2020 |
| Unit/Topic: **Topic 9: Understanding Fractions**Vocabulary: halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths, fraction, unit fraction, numerator, denominator, mixed numbers  |
| **Before:** activate prior knowledge; build background knowledge; generate questions; make predictions; discuss vocabulary; pre-assessment; other |
| **During:** engage with the text; verify and formulate predictions; self-monitor comprehension; construct graphic organizers; summarize text; use mental imagery; integrate new information with prior knowledge; formative assessment; other |
| **After:** reflect on the content of the lesson; evaluate predictions; examine questions that guided reading; respond to text through discussion; respond to text through writing; summarize; formative assessment; other |
| **Explicit:** I Do; We Do; Y’all Do; You Do **Active Literacy:** Read, Write, Talk, Listen, Investigate (T.W.I.R.L.) |
| **Rigor (ways to add):** Necessitate a transfer of understanding (apply in new/unfamiliar situations); Require students to synthesize multiple sources; Design tasks with multiple steps that build cognitively; Use divergent perspectives; Use divergent media forms; Break away from content area convention; Require design thinking (often in PBL); Require long-term observation or analysis; Require students to take and defend positions |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| CCRS: 3.NF.1, 3.NF.2.a, 3.NF.2.b | CCRS: : 3.NF.1, 3.NF.2.a, 3.NF.2.b | CCRS: 3.NF.1, 3.NF.2.a, 3.NF.2.b | CCRS: : 3.NF.1, 3.NF.2.a, 3.NF.2.b | CCRS: 3.NF.1, 3.NF.2.a, 3.NF.2.b |
| Outcome (Obj.):DOK: \_2\_\_\_Students will identify regions that have been divided into equal-sized parts. | Outcome (Obj.):DOK: \_2\_\_\_Students will associate the model, symbol, and words used to describe a fractional part of a whole region. | Outcome (Obj.):DOK: \_\_2\_\_Students will associate the model, symbol, and words used to describe a fractional part of a set. | Outcome (Obj.):DOK: \_\_2\_\_Students will find a fractional part of a set. | Outcome (Obj.):DOK: \_\_2\_\_Students will identify fractional parts and mixed numbers on a number line. |
| Essential Question:How can you divide a region into two equal parts? | Essential Question:How can you write a fraction to name part of a whole? | Essential Question:How can you write a fraction to name part of a set? | Essential Question:How can you find a fractional part of a set? | Essential Question:How can you find fractions on a number line? |
| Before:Problem-based interactive learning: Dividing Regions into Equal Parts | Before:* Problem-based interactive learning: Fractions and Regions
 | Before:Problem-based interactive learning: Fractions and sets | Before:Problem-based interactive learning: Problem Solving: Fractional Parts of a Set | Before:Problem-based interactive learning: Locating Fractions on the Number Line |
| During:* **Model** and demonstrate: Dividing Regions into Equal Parts
* **Video** : Dividing Regions into Equal Parts
* **Guided practice** p. 222
* **Center Activity**: Folding paper to make equal parts, Toss and Talk
 | During:* **Model** and demonstrate Fractions and Regions
* Fractions and Regions
* **Guided practice** p. 224
* **Center Activity**: Teamwork
* Using Tiles to Show Fractions of Regions
 | During:* **Model** and demonstrate Fractions and sets **Video** Fractions and sets
* **Guided practice** p. 226
* **Center Activity**: Tic Tac Toe
* Using Counters to Show Fractions of Sets
 | During:* **Model** and demonstrate Problem Solving: Fractional Parts of a Set
* **Video:** Fractional Parts of a Set
* **Guided practice** p. 228
* **Center Activity**: Teamwork
* Modeling Fractional Parts
 | During:* **Model** and demonstrate : Locating Fractions on the Number Line
* **Video**: Locating Fractions on the Number Line
* **Guided practice** p. 230
* **Center Activity**: Toss and Talk
* Fraction Models
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| After:Independent Practice | After:Independent Practice | After:Independent Practice | After:Independent Practice | After:Practice 9-5 |
| Evidence of Rigor:Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:Necessitate a transfer of understanding (apply in new/unfamiliar situations) |
| Formative Assessment:Quick check 9-1 | Formative Assessment:Quick check 9-2 | Formative Assessment:Quick check 9-3 | Formative Assessment:Quick check 9-4 | Formative Assessment:Quick check 9-5 |
| Materials:Centimeter grid paper (teaching tool 11) | Materials:Teaching Tool 45Crayons | Materials:Two-color counters Teaching Tool 17 | Materials:Two-color counters Teaching Tool 17 | Materials:8 ½ inch X 1 –inch paper strips number linesTeaching Tool 10 |
| Homework:Practice 9-1 | Homework:Practice 9-2 | Homework:Practice 9-3 | Homework:Practice 9-4 | Homework:None |