



Sunflower County Consolidated School District

2018- 2019

Lesson Plan Template



Teacher Name: Ms. Johnson/Mrs. T. Fairley	Grade: 4th	Subject: Mathematics	Week of: 6/1--4/ 2020
Unit Title: Numbers and Operations in Base Ten			Suggested Time: 30 minutes
MS CCR Standard(s) Addressed: List all standards included in entire <u>unit</u> . BOLD standards that are the focus for this particular week.			
<p>4.NBT. 1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700/70=10$ by applying concepts of place value and division.</p> <p>4.NBT.2-Read and Write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p>			
Essential Questions: List Essential Questions for the entire <u>unit</u> . Bold Essential Questions that are the focus for this particular week. <i>Essential Questions related to each standard.</i> <i>How is the value of a digit identified based on its position in a number?</i> <i>How does moving a digit from one place-value position to the next change the value of the digit?</i> <i>How are numbers represented in standard, expanded, and word form?</i>		Mathematical Practices: List Mathematical Practices for the entire <u>unit</u> . <ul style="list-style-type: none"> ● MP.1. Make sense of problems and persevere in solving them. ● MP.2 Reason abstractly and quantitatively ● MP.3. Construct viable arguments and critique the reasoning of others. ● MP.4. Model with mathematics. ● MP.5. Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure ● MP.8 Look for and express regularity in repeated reasoning 	
Learning Target(s): List all "I can" statements in entire <u>unit</u> . Bold statements that are the focus for this particular week.			
<i>I can read and write multi-digit whole numbers in standard form, word form, and expanded form.</i> <i>I can tell the value of a digit based on its position in a number.</i> <i>I can tell how the value of a digit changes when it moves one place to the left or right.</i>			

Resources/Materials: <i>What main texts, digital resources, and supplementary materials will be used in this entire <u>unit</u>?</i>				
Ready Workbooks I-Ready				
Word Study/ Vocabulary: <i>What are the guiding words for this entire unit? BOLD Vocabulary terms that are the focus for this particular week.</i>				
<p>Ues Frayer Model to discuss the meaning of each vocabulary word. SW also listen as vocabulary words are used in context.</p> <p>Period- a group of three places in a number, usually separated by commas. The first three periods are the ones period., the thousands period, and the illions period.</p> <p>Word form-the way a number is written with words or said aloud.</p> <p>Standard form-the way a number is written with numerals.</p> <p>Expanded form- the way a number is written to show the place value of each digit</p> <p>Place Value- the value assigned to a digit based on its position in a number.</p>				
Monday	Tuesday	Wednesday	Thursday	Friday
Do Now: <i>Thought provoking, connecting the essential question to the learning for the day</i>				
What is the value of 2 cubes, 3 flats, 2 rods and 8 units?		Do Now: What is 400,000 +2000 + 300+90 written in		

<p>Guide Practice TW guide students as they determine the value of specific digits for a given number and write numbers in standard, and expanded form using base=ten models and multiplication.</p> <p>Model additional examples to ensure a conceptual understanding.</p>		<p>thousands place is 10,100, or 1000 times less than or greater than the digit 8 in the thousands place.</p>		
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Learning Activities/ Tasks: <i>What learning experiences will students engage in? Note if they are guided or independent. Note any grouping structures.</i>				
	Independent Practice: TSW independently solve problems from page 3-4 of Ready Practice and Problem-Solving WB.		Independent Practice: TSW independently solve problems from pages 5-6 from their Ready Practice and Problem-Solving WB.	
Formative Assessment: <i>How will you and your students know if they have successfully met the outcomes? What specific criteria will be met? Include Exit Ticket here. What are the specific questions, especially text-dependent, that will be asked?</i>				
Exit/Closure: Which expression is the expanded form of the number 341,652? A. 300,000+ 4,000+ 600+_50+2 B. 300,000+41,000600+50+2 C. 30,000+40,000+1000+600+50+2 D. 300,000+40,000+1000+ 600+50+2 Early Finishers will complete #14 page 5/#14 from Ready Instruction WB		Exit Ticket: The value of the digit 6 in the number 64, 953 is 10 times the value of the digit 6 in which numbers listed below. A. 56,831 B. 269,834 C. 634,908 D. 510,600 Early Finishers will complete page 5/#15 from Ready Instruction WB.		

Closure: <i>How will you review the major points of the lesson to help students form a coherent picture of the learning for the day?</i>				
TW recap lesson and clarify any misconceptions.		TW review major points from today's lesson and clarify any misconceptions.		
Homework: <i>How will you extend your classroom activities to help students practice when they are not in the classroom?</i>				
	SW complete pages 3-5 from their Practice and Problem Solving WB.		SW complete pages 6-8 from their Practice and Problem Solving WB.	
Opportunities for Differentiation/ Accommodations/ Modifications: <i>What will you specifically provide learners with disabilities or struggling learners?</i>				
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