

D A Y  I N  U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a></p> <p><a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity</p> <p><a href="#">Activities</a></p> <p><a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a></p> <p><a href="http://www.muhenberg.kyschools.us/?q=node/61">www.muhenberg.kyschools.us/?q=node/61</a></p> <p><a href="#">Engagement Cube</a></p> <p><a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content</p> <p><a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a></p> <p><a href="#">Strategies</a></p> <p><a href="#">More Ideas</a></p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a></p> <p><a href="#">9 Types</a></p> <p><a href="#">Big Explanation Tool</a></p> <p><a href="#">MAP Site</a></p> <p><a href="#">Reading Differentiation K-5</a></p>	<p>Technology</p> <p><a href="#">50 Ideas</a></p> <p>Resources- Text, sites,...</p>
1	<p><b><u>Your Way Day</u></b></p> <p><b><u>Content: 4.NBT. 4</u></b></p> <p><b><u>Target:</u></b> I can add multi-digit whole numbers using a standard algorithm.</p> <p><b><u>Essential Question:</u></b> How can I use different strategies to find sums in addition problems?</p>	<p><b><u>New vocabulary:</u></b></p> <p>Add</p> <p>Strategies</p>	<p><b>The following engaging qualities are present in today’s lesson:</b></p> <p><b>Personal response:</b> Each student gets to choose how he/she will solve the problem. Their work will look different but their answers will be the same.</p> <p><b>Learning with others:</b> Students will share their different ideas with others and compare and contrast their thinking in order to learn new strategies.</p> <p><b>Authenticity:</b> The problems will relate to real life because the problem will be about Fall Break which is coming up in October.</p> <p><b>Clear/Modeled</b></p> <p><b>Expectations:</b> The teacher will model what she wants the students to do and the process in which they will need to make the activity successful.</p> <p><b>Emotional/Intellectual</b></p> <p><b>Safety:</b> Students will feel safe to share their thinking and gain confidence in the fact that there is no wrong</p>	<p>Students will need to read the word problem in order to solve it. They will also need to write their answers and justify their thinking using words.</p>	<p><b>Formative Assessment:</b></p> <p>The post-it notes in which students will be showing their work, as well as the Venn Diagram where they compared and contrasted strategies will be used to formatively assess students today.</p> <p><b>Summative Assessment:</b></p> <p>The concepts taught for this lesson will be assessed in a Flashback Friday Quiz as well as on the Unit 2 Test.</p>	<p><b>Task:</b> Students will be able to explore different strategies for finding sums based on different categories/strategies created by students.</p> <p><b>Tier 3:</b> Tier 3 students will be pulled into small groups for the first 20 minutes of class for interventions.</p> <p><b>Tier 2:</b> Tier 2 small group will be pulled to work on multiplication facts for 20 minutes.</p> <p><b>Tier 1/GT:</b> Gifted and upper level learners will help other students find solutions once they have found a successful way to solve the problem. They will work on Power Point Presentations for the last 20 minutes of class in which they will create a presentation to share their strategies for adding and subtracting</p>	

			<p>answer as long as you can justify your answer and it makes sense.</p> <p><b>Thoughtful Ed.</b> – A Carousel Brainstorm will be created through a matrix on the board of student responses in order to be able to share their thinking.</p>				
2	<p><b><u>Which Doesn't Belong/Dissecting Word Problems.</u></b></p> <p><b><u>Content:</u></b> 4.NBT.4 4.OA.3</p> <p><b><u>Target:</u></b> I can solve a multi-step word problem using different strategies including mental math.</p> <p><b><u>Essential Question:</u></b> How can I use different strategies to help me solve word problems with more than one step?</p>	<p><b><u>New Vocabulary:</u></b></p> <p>Add Mental math More Less</p>	<p><b>Student Engagement: The following qualities of engagement are present within this lesson:</b></p> <p><b>Personal Response:</b> Students can choose which word they think doesn't belong; there is no right answer as long as they can justify theirs. Each student will have different answers, but all of them should be able to be justified.</p> <p><b>Authenticity:</b> Students will look at real world word problems. They will be able to relate these problems to everyday life.</p> <p><b>Clear/Modeled Expectations:</b> The teacher should model how to do the "Which Doesn't Belong" activity in order for students to know their expectations.</p> <p><b>Emotional/Intellectual Safety:</b> Students will take comfort in knowing that every word could have been chosen as long as the justification makes sense. This is a great confidence booster for tier 3 or low achieving students.</p>	<p>Reading skills will be needed to correctly choose the different parts of the word problem. Listening skills will also be needed in order to work effectively with a partner.</p>	<p><b>Formative Assessment:</b> color coded word problems, as well as the solved word problems.</p> <p><b>Summative Assessment:</b> Flashback Friday Quiz and Unit 2 Test.</p>	<p><b>Task:</b> Students will correctly identify the parts of a word problem by color coding them. This non linguistic note taking skill will be effective when studying for the unit test.</p> <p><b>Tier 1/GT</b> – These students will work on their power points for the last 20 minutes of class.</p> <p><b>Tier 2</b> – I will pull a small group of these students to correct misconceptions based on yesterday's formative assessment over adding multi-digit numbers.</p> <p><b>Tier 3</b> – These students will be pulled by Interventionist for the first 20 minutes of class to work on place value skills.</p>	<p>Tier 1 students will use classroom computers to work on their Power Points. Teacher computer and Interwrite Slate will be used to model expectations and go over correct answers.</p>

3	<p><b><u>Everyday Math Lesson 2.7 – Addition of Multi-Digit Numbers</u></b> <b>4.NBT.4</b></p> <p><b>Target:</b> I can add multi-digit whole numbers using a standard algorithm.</p> <p><b>Essential Questions:</b> How can I use standard strategies to find sums in addition problems?</p>	<p><b>New Vocabulary</b> Addend Sum Estimate</p>	<p><b>Student Engagement:</b></p> <p>The following qualities of engagement are present within this lesson: <b>Learning with Others</b> – Students will share ideas about how to do the journal pages.</p> <p><b>Thoughtful Ed</b> – formative assessment using Fist of Five Thoughtful Ed. organizer</p>	<p>Students will use the Student Reference book to help them with the Partial-Sums method for adding. Page 10.</p>	<p><b>Formative assessment:</b> student journal page 42 problem #4, 5, and 6; Fist of Five over vocabulary words learned so far in math class.</p> <p><b>Summative assessment:</b> Today’s content will be assessed through a flashback Friday quiz and on the Unit 2 test.</p>	<p><b>Task:</b> Students will practice strategies for the partial sums algorithm and column method by completing journal pages 42 and 43 <b>Tier 1/GT</b> – Work on Everyday Math project #4 over different computation strategies. <b>Tier 2</b> – Based on results of homework, pull small group for 20 minutes to review word problems and how to solve them <b>Tier 3</b> – Will be pulled into small intervention groups by para-educators and coaches.</p>	<p>Student computers and Power Point will be used by GT students to create presentations about different adding and subtracting strategies. The Interwrite Slate and software will be used to go over journal pages in class.</p>
4 & 5	<p><b><u>Everyday Math Lesson 2.9 – Subtraction of multi-digit Numbers.</u></b> <b>Content:</b> 4.NBT. 4</p> <p><b>Target:</b> I can subtract multi-digit whole numbers with ease using a standard algorithm.</p> <p><b>Essential Questions:</b> What are efficient methods for finding differences?  How can you subtract whole numbers?</p>	<p><b>New Vocabulary</b> Difference subtract</p>	<p><b>Student Engagement:</b> The following qualities of engagement are present within this lesson: <b>Clear/Modeled Expectations</b> – The teacher will model how to solve subtraction problems using column method (trading), counting up, and partial difference method. <b>Emotional/Intellectual Safety and Choice</b> – Students are given the freedom to choose the method that is the most comfortable for them. They can even create their own methods as long as they can prove that it works.</p>	<p>Students may use the Student Reference Book (pages 12-15) to help them with the subtraction strategies as needed.</p>	<p><b>Formative Assessment:</b> The teacher will monitor the students while they are solving the problems using the different strategies presented. By placing individual stickers or stamps on problems that are correct, students are getting immediate feedback on how they are doing. The teacher is also able to quickly assess who needs additional help.</p> <p><b>Summative Assessment:</b> Unit 2 Test and Flashback Friday Quiz</p>	<p><b>Task:</b> Students will practice subtraction strategies using “Subtraction by Counting Up” page and also “Subtraction Practice 1.” <b>Tier 1/GT:</b> Problems will be increased in difficulty as needed. <b>Tier 2:</b> Some are pulled into small group interventions based on need/pre-assessment results. <b>Tier 3:</b> Will be pulled into small group interventions.</p>	<p>The Interwrite Slate and software will be used while solving problems on the board.</p>

6	<p><b>Content: 4.NBT. 4; 4.OA.3</b></p> <p><b>Target:</b> I can use the correct operation to perform each step of a multi-step word problem.</p> <p><b>Essential Questions:</b> How can different strategies be helpful when solving a problem?</p>	<p>“Word Problem Vocabulary” to be sorted: total, in all, altogether, add, combined, sum, difference, left, fewer, take away, minus, less, remains, subtract, increase, decrease, product of, at this rate, each, divided by, quotient of, per, times (Some of this vocabulary has not been presented yet, but can be used as a way of pre-assessing student understanding as it relates to word problems.)</p>	<p><b>Student Engagement:</b>  “Four-Square for Story Problems” sorting activity in groups. Adapt the activity though to allow students to group the words the way they want. Encourage students to think mathematically while creating groups. Most students will probably figure out the most logical/mathematical way to sort the words is by operation type. Glue the words on poster paper in groups, giving each group a title or heading. This activity includes the following qualities of engagement:  <b>Learning With Others</b> – In groups, while determining how to sort the words and also while sharing their poster and comparing their poster to how others grouped the words.  <b>Personal Response and Choice</b> – Students are given the opportunity to sort the words in their own way.  <b>Emotional/Intellectual Safety</b> – By choosing their own method for sorting, students have the safety of not having to fear being wrong.</p>	<p>Students will be given a word problem (addition) slip to solve in their journals upon entering the classroom. After solving the problem individually, students will work with a partner. They will share the problem and solution, and see if the partner agrees with how the problem was solved.</p> <p>The Open Word Sort also requires reading and understanding.</p>	<p><b>Formative Assessment:</b>  The teacher will formatively assess the way students grouped the words to determine their understanding of how to determine which operation to use when solving word problems.</p> <p><b>Summative Assessment:</b>  Unit 2 Test and Flashback Friday Quiz</p>	<p><b>Task: Open Word Sort</b>  <b>Tier 1/GT:</b> Gifted and upper level learners will help other students find ways to group the words, especially words that have not been presented in class previously.  <b>Tier 2:</b> Some are pulled into small group interventions based on need/pre-assessment results.  <b>Tier 3:</b> Will be pulled into small group interventions.</p>	
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7 & 8	<p><b>Content: 4.NBT. 4</b></p> <p><b>Target:</b> I can subtract multi-digit whole numbers with ease using a standard algorithm.</p> <p><b>Essential Questions:</b> What are efficient methods for finding differences? How can you subtract whole numbers?</p>	No new vocabulary	<p><b>Student Engagement:</b> <b>Clear/Modeled Expectations</b> – The teacher will model how to solve subtraction problems across zeros. By modeling subtracting across zeros by using base-10 blocks, students can more easily understand why the trading (regrouping) is occurring. This is an especially effective strategy for visual learners. “Shortcut” strategies will also be modeled. (ex: Marking out the 500 in the number 5009 and making it 499 when subtracting from it and regrouping.) <b>Emotional/Intellectual Safety</b> – Students are given the freedom to choose their own method that is the most logical to them.</p>	Students will be given a word problem (addition or subtraction) slip to solve in their journals upon entering the classroom. After solving the problem individually, students will work with a partner. They will share the problem and solution, and see if the partner agrees with how the problem was solved.	<p><b>Formative Assessment:</b> The teacher will monitor the students while they are solving the problems using the different strategies presented. By placing individual stickers or stamps on problems that are correct, students are getting immediate feedback on how they are doing. The teacher is also able to quickly assess who needs additional help.</p> <p><b>Summative Assessment:</b> Flashback Friday Quiz and Unit 2 Test.</p>	<p><b>Task:</b> Subtraction across zeros <b>Tier 1/GT:</b> Problems will be increased in difficulty as needed. <b>Tier 2:</b> Some are pulled into small group interventions based on need/pre-assessment results. <b>Tier 3:</b> Will be pulled into small group interventions.</p>	The Interwrite Slate and software will be used while solving problems on the board.
9	<p><b>Content: 4.NBT. 4; 4.OA.3</b></p> <p><b>Target:</b> I can use the correct operation to perform each step of a multi-step word problem.</p> <p><b>Essential Questions:</b> How can different strategies be helpful when solving a problem?</p>	No new vocabulary	<p><b>Student Engagement:</b> Give partners two word problems. One problem will be addition, one will be subtraction, but they will not be told that. Each of these problems contains “extra/unneeded” information. Have partners highlight the question, underline important numbers, and mark out the unnecessary information. Then have them fold a larger piece of paper in half and glue their problems on</p>	Journal Entry: Tom adds two three-digit numbers and gets a correct answer of 829. What might the two numbers be? Show 3 possible solutions. Give students time to work on this, share answers with a friend, and then discuss possible answers whole group.	<p><b>Formative Assessment:</b> The teacher will assess how students are solving the word problems. Are they marking essential information? Are they using the correct operation(s)? Are they finding the correct solution? Did they include units?</p> <p><b>Summative Assessment:</b> Flashback Friday Quiz and Unit 2 Test. Both of these will include word</p>	<p><b>Task:</b> Word problem partner activity <b>Tier 1/GT:</b> Problems will be multi-step <b>Tier 2:</b> Some are pulled into small group interventions based on need/pre-assessment results. <b>Tier 3:</b> Will be pulled into small group interventions.</p>	

			<p>this page, one on each half. Have students show all work to solve the problem, using any method they choose. Answers should include units and be circled.</p>		<p>problems to be solved.</p>		
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