# Lesson Plans - Sally Sample - Math

## September 9 - 13

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| **Lesson** | Module 1 - Lesson 11 | Module 1 - Lesson 12 | Module 1 - Lesson 13 | Module 1 - Lesson 14 | Module 1 - Lesson 15 |
| **Standard** | KY.4.NBT.4 | KY.4.NBT.4 | KY.4.NBT.4 | KY.4.NBT.4 | KY.4.NBT.4 |
| **Learning Target** | *I can fluently add multi-digit whole numbers using an algorithm. | *I can fluently add multi-digit whole numbers using an algorithm. | *I can fluently subtract multi-digit whole numbers using an algorithm. | *I can fluently subtract multi-digit whole numbers using an algorithm. | *I can fluently subtract multi-digit whole numbers using an algorithm. |
| **Language Objective** | | | | | |
| **Hook** | Video - Relate Place Value to Algorithm | Kagan Rally Coach - Give students a problem and with a partner, have one person coach while the other records each step | Inside Outside Circle - Math Talk - Do you think the standard algorithm is more efficient than other strategies? Why or why not? | Relate Rounding to subtraction for how to ask yourself if your answer is reasonable | Lesson 10 Sprint |
| **Mini-Lesson** | Make Anchor Chart for how to use each of the algorithms for addition:<br>Standard<br>Expanded Form<br>Model<br>Demonstrate how to use tape diagram to set up problem and identify the unknown (variable) | Review how to add with algorithms<br>Addition with word problems - go over "CUBES" strategy and how to solve with tape diagram<br>Review how to estimate and then check for reasonableness | Make Anchor Chart for how to use each of the algorithms for subtraction:<br>Standard<br>Expanded Form<br>Model<br>Demonstrate how to use tape diagram to set up problem and identify the unknown (variable) | Review how to subtract with algorithms<br>Decomposing a number more than once with standard algorithm<br>Review how to estimate and then check for reasonableness | Subtraction with word problems - go over "CUBES" strategy and how to solve with tape diagram<br>Review how to estimate and then check for reasonableness |
| **Workshop** | Practice problems from Practice Set #1 a-k | Addition Task Cards | Practice problems from Practice Set #1 a-k | Tic Tac Toe Subtraction | Task Cards |
| **Reflection** | What purpose does a tape diagram have? How does it support your work? | Explain why we should test to see if our answers are reasonable.<br>When might you need to use | Why must the units line up when subtracting? How might our answer change if the digits were not aligned? | How can you check a subtraction problem? | How do you know when you are ready to subtract across the problem? |

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| | | an estimate in real life? | | | |
| **Formative Assessment** | Exit Slip | Addition Task Cards | Exit Slip | Subtraction Task Cards | Addition and Subtraction Skills Assessment |
| **Differentiation:** Enrichment/ Reteach | Zearn Reteach – Manipulatives Enrichment – Math Station Games | Zearn Reteach – Manipulatives Enrichment – Math Station Games | Zearn Reteach – Manipulatives Enrichment – Math Station Games | Zearn Reteach – Manipulatives Enrichment – Math Station Games | Zearn Reteach – Manipulatives Enrichment – Math Station Games |

KY.4.NBT.4 Fluently add and subtract multi-digit whole numbers using an algorithm. MP.2, MP.8

KY.4.OA.3 Solve multistep problems.
   A. Perform operations in the conventional order when there are no parentheses to specify a particular order.
   B. Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding. MP.1, MP.4