Monday

Standard(s): 4.MD.4 – make a line plot to display a data set (fractional units)

☑ Whole Group Routine: Choral Counting on a ruler Prompt: count on by fourths, starting at 0 (*notice/name halves)

☑ Whole Group instruction exploration Source: Howard County Format: measure, record data, display data on line plot

☑ Small Groups Formed based on: random / heterogeneous Goals for each group: accurately measure to the nearest quarter inch; accurately display data on line plots

☑ Independent Partner Work Source: teacher-created from SBA item specs Format: IP worksheet (line plots + review) and Reflex fluency

☑ Summary Discussion Goals: accurately naming data with fractional units Prompt: quick popcorn practice naming fractional lengths then plot

☐ Exit Ticket Question: ______________________________________________________________________________________________

Tuesday

Standard(s): 4.MD.4 – make a line plot to display a data set (fractional units)

☑ Whole Group Routine: Spot the Mistake Prompt: given data, which line plot matches data accurately?

☐ Whole Group instruction Source: __________________ Format: __________________

☑ Small Groups Formed based on: observations from Monday Goals for each group: Group A: accurately plot fractional units, rename halves as fourths and eighths; begin to ask and answer questions using data Group B: match data to accurate line plot, rename fourths as eighths Group C: interpret data on line plots – begin to ask and answer questions using data

☑ Independent Partner Work Source: teacher-created from SBA item specs Format: IP worksheet (line plots + review); launch new Menu

☑ Summary Discussion Goals: return to Spot the Mistake Prompt: same as intro activity, but up the challenge

☐ Exit Ticket Question: ______________________________________________________________________________________________
### Wednesday

**Standard(s):** 4.MD.4 – solve problems involving addition and subtraction of fractions using information in line plots

- **Whole Group Routine:** Quick Image (with Distributive Property Notation)  

- **Whole Group instruction** problem solving launch  
  Source: teacher-created  
  Format: performance task scenario for partners to work through

- **Small Groups**  
  Formed based on: observations during problem solve  
  Goals for each group: interpreting data on a line plot; solving fraction add/subtract problems with information from line plot

- **Independent Partner Work**  
  Source: teacher-created  
  Format: continue/finish performance task then menu

- **Summary Discussion**  
  Goals: __________  
  Prompt: __________

- **Exit Ticket**  
  Question: “What is the difference...” and “What is the total...”

### Thursday

**Standard(s):** 4.MD.4 – solve problems involving addition and subtraction of fractions using information in line plots

- **Whole Group Routine:** Students as Teachers: Ask, Think, Share  
  Prompt: (display data) You are the teacher. What questions can you ask?

- **Whole Group instruction**  
  Source: CCSS-based, teacher designed  
  Format: direct instruction on difference or total, based on student need (Wed exit ticket)

- **Small Groups**  
  Formed based on: Wednesday exit ticket  
  Goals for each group: visiting teachers will help set goals for each small group

- **Independent Partner Work**  
  Source: __________  
  Format: menu

- **Summary Discussion**  
  Goals: recognize least and greatest; find difference  
  Prompt: What is the least...? What is the greatest...? What is the difference?

- **Exit Ticket**  
  Question: __________
**Friday**  
Standard(s): 4.MD.4 – line plots  
(on Fridays, the schedule is very different. The small-group instrumental music schedules results in students coming and going all day)

- **Whole Group Routine:**  
  Prompt: ________________________________

- **Whole Group instruction**  
  Source: ________________________________  
  Format: ________________________________

- **Small Groups**  
  Formed based on:  
  Goals for each group:  
  line plot review group; 
  line plot extension group; 
  subtraction/division intervention group; 
  multiplicative comparison intervention group

- **Independent Partner Work**  
  Source: ________________________________  
  Format: menu (due today)

- **Summary Discussion**  
  Goals: ________________________________  
  Prompt: ________________________________

- **Exit Ticket** (Friday exit tickets are longer than typical – more like a weekly quiz)  
  Question: line plot + 2 multiplication, 2 division

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### Monday

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- **Whole Group Routine:**
  - Prompt:  

- **Whole Group instruction**
  - Source:  
  - Format:  

- **Small Groups**
  - Based on:  
  - Goals for each group:  

- **Independent Partner Work**
  - Source:  
  - Format:  

- **Summary Discussion**
  - Goals:  
  - Prompt:  

- **Exit Ticket**
  - Question:  

### Tuesday

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- **Whole Group Routine:**
  - Prompt:  

- **Whole Group instruction**
  - Source:  
  - Format:  

- **Small Groups**
  - Based on:  
  - Goals for each group:  

- **Independent Partner Work**
  - Source:  
  - Format:  

- **Summary Discussion**
  - Goals:  
  - Prompt:  

- **Exit Ticket**
  - Question:  

**Weekly Balance Matrix**

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- **Friday**
  - Standard(s): __________________________________________________________
  - Whole Group Routine: ___________________________________________ Prompt: ________________________________________________________
  - Whole Group instruction  Source: ______________________________ Format: ______________________________________________
  - Small Groups  Based on: ____________________________________ Goals for each group: ___________________________________
  - Independent Partner Work  Source: ____________________________ Format: ______________________________________________
  - Summary Discussion  Goals: __________________________________ Prompt: ______________________________________________
  - Exit Ticket  Question: ____________________________________________________________

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Balanced Math Framework Lesson Trajectory  Grade:__________ Lesson_________________________

LEARNING OBJECTIVE(S): ________________________________________________________________
_____________________________________________________________________________________

Whole Group Routine

Whole Group Instruction

Small Group Instruction

Independent /Partner Work

Share/ Wrap Up