**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

|  |  |
| --- | --- |
| **Instructor’s name: Shain, Gotcher, Bryant** | **Course/Grade: Assistive Reading/Math 7th grade** |
| **Week of: 10/26-10/30** | **Unit Name:** Using logical reasoning to solve multi-step, real life word problemsReading comprehension, summary of main idea, comprehension questions, building vocabulary, and continuation of Pasatiempo Writing contest essay |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):** MATH:How will you use logic reasoning to solve a multi-step real-life mathematical problem and produce a sample problem on your own? | ***(1A/1B)* Connections (prior/future learning): Prior learning and practice working through word problem solver program, utilizing word problem programs such as Empires, Khan Academy and Mid-school math program.** |
| ***(1A)* Common Core/State Standards: The Number System 7.NS**1. Apply and extend previous understandings of operations withfractions to add, subtract, multiply, and divide rational numbers.2. Apply and extend previous understandings of multiplication anddivision and of fractions to multiply and divide rational numbers.3. Use proportional relationships to solve multi-step ratio and percentproblems. Examples: simple interest, tax, markups and markdowns,gratuities and commissions, fees, percent increase and decrease, percenterror.Expressions and Equations 7.EEUse properties of operations to generate equivalent expressions.1. Apply properties of operations as strategies to add, subtract, factor,and expand linear expressions with rational coefficients.2. Understand that rewriting an expression in different forms in aproblem context can shed light on the problem and how the quantitiesin it are related. Solve real-life and mathematical problems using numerical andalgebraic expressions and equations.3. Solve multi-step real-life and mathematical problems posed withpositive and negative rational numbers in any form (whole numbers,fractions, and decimals), using tools strategically. Apply properties ofoperations to calculate with numbers in any form; convert betweenforms as appropriate; and assess the reasonableness of answers usingmental computation and estimation strategies. 4. Use variables to represent quantities in a real-world or mathematicalproblem, and construct simple equations and inequalities to solveproblems by reasoning about the quantities.a. Solve word problems leading to equations of the form px + q = rand p(x + q) = r, where p, q, and r are specific rational numbers.Solve equations of these forms fluently. Compare an algebraicsolution to an arithmetic solution, identifying the sequence of theoperations used in each approach.  ELA - Key Ideas and Details1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textualevidence when writing or speaking to support conclusions drawn from the text.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting detailsand ideas.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.Craft and Structure4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurativemeanings, and analyze how specific word choices shape meaning or tone.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.6. Assess how point of view or purpose shapes the content and style of a text.Integration of Knowledge and Ideas7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, aswell as in words.\*8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well asthe relevance and sufficiency of the evidence.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare theapproaches the authors take.Range of Reading and Level of Text Complexity10. Read and comprehend complex literary and informational texts independently and proficiently. |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.****All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:** **Chromebooks, Grade-level reading comprehension material, math maps, Khan Academy, Graphic Organizers, Fray Square Templates, Manipulatives, flash cards and math drill games, Math Problem Solver Program** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand? Checking for understanding, clarifying, using simplified and/or repeated directions, re-teaching, small group instruction****Daily: Vocabulary Review, Writing 5 Paragraph papers, Writing- Revisions, Reading Comprehension, Multiple choice practice, Math Drills, Khan Academy, Math Maps, Solving word problems-student created word problems****This Week: Writing 5 Paragraph papers, Writing- Revisions, Reading Comprehension, Math Solver Program-Solving word problems-student created word problems** |

|  |  |
| --- | --- |
| MONDAY- Reading/Writing***(1C)* Learning Target: Continuation of reading comprehension, synopsis, and writing a persuasive paper based on Achieving the Core-short story “The Treasure of Lemon Brown” of what “treasure” really means.*****(1C)* Do Now: What do you value as a treasure?** |  (***1F)*Embedded Formative Assessment: Developing an understanding of what “treasure” means, based on text-dependent questions, discussion and determining quotes that support a rough draft persuasive argument.** ***(1B)*Closing Activity: The Umm Game** |
| TUESDAY- Reading/Writing***(1C)* Learning Target: Continuation of reading comprehension, synopsis, and writing a persuasive paper based on Achieving the Core-short story “The Treasure of Lemon Brown” of what “treasure” really means.*****(1C)* Do Now: What amount would you place on your treasure?** | (***1F)*Embedded Formative Assessment: Developing an understanding of what “treasure” means, based on text-dependent questions, discussion and determining quotes that support a rough draft persuasive argument. Final draft due at the end of class*****(1B)*Closing Activity: Following directions** |
| WEDNESDAY-**Math Solver Program-Solving Math Problems using logical reasoning strategy-using the four step method (FIND OUT, CHOOSE A STRATEGY, SOLVE IT, LOOK BACK)*****(1C)* Learning Target: Students will demonstrate how to solve a “logical reasoning” word problem using the 4-step method.*****(1C)* Do Now: Math Drills 6’s and 9’s** | (***1F)*Embedded Formative Assessment: Successful solving of the word problem using a 4-step method (FIND OUT, CHOOSE A STRATEGY, SOLVE IT, LOOK BACK)****and then writing their own word problem modeled after example. Student work samples will be displayed on windows.*****(1B)*Closing Activity: Students will trade word problems and solve eachothers word-problems.*** **Students will play Around the World as an exit strategy**
 |
| THURSDAY-MATH***(1C)* Learning Target: Khan Academy skill practice or****Continuation of “The Treasure of Lemon Brown” by: Walter Dean Myers** ***(1C)* Learning Target: Students will answer text-based questions and vocabulary by developing an understanding of the short story “The Treasure of Lemon Brown” Completed final paper by the end of class****Student will provide sheet showing work from math problems** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment: Students will build math skills progressing with concepts/problems-Student will provide sheet showing work from math problems and/or****Students will answer text-based questions developing an understanding that a treasure is what is important to someone, not necessarily something that can be bought with money. Completed final paper by the end of class*****(1B)*Closing Activity: Around the world** |
| FRIDAY-Reading/Writing ***(1C)* Learning Target: Achieving the core- students will be reading “ Monsters are due on Maple Street” Students will answer text-based questions and building vocabulary by developing an understanding of the behavior of the actual people versus the monsters.*****(1C)* Do Now: What does metamorphosis mean?** | **(*1F)*Embedded Formative Assessment: Developing an understanding of what the behaviors of the humans means means, based on text-dependent questions, discussion and determining quotes that support paper.*****(1B)*Closing Activity: The Umm game** |

|  |  |
| --- | --- |
| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-Designing student assessment | Formative Assessment includes, but is not limited to:Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment.  |