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

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| **Instructor’s name: Shain, Gotcher, Bryant** | **Course/Grade: Assistive Reading/Math 7th grade** |
| **Week of: November 2nd-November 5th** | **Unit Name:**  Using logical reasoning to solve multi-step, real life word problems, working with integers, Reading comprehension-readings from Achieving The Core: discussing summary of main idea, comprehension questions, building vocabulary, writing “perfect paragraphs” using the 1,2,3 format, Writing a 400-600 word paper to enter into the Paseotiempo writing contest. |

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| ***(1A)\**Essential Question(s):**  **MATH:** **Tuesdays & Thursdays**  How to use logic reasoning to solve a multi-step real-life mathematical problem and generate a sample problem on your own?  How to find solutions working through word-problems using the program Empires, applying information that I have been previously taught to generate a solution(s).  **READING**: **Monday, Wednesday and Fridays**  They will be reading a short story from “Achieving the Core-Fluency Packet for 6-8th grade “practicing for accuracy and fluency. Students will answer text-based questions and expand vocabulary to support and build understanding of text, creating a “perfect paragraph” using the 1,2,3 format. Students will be formulating a rough draft for a paper to submit to the Pasatiempo writing contest. | ***(1A/1B)* Connections (prior/future learning): Prior learning and practice working through word problem, working problems using integers-using the additive inverse and multiplicative inverse, utilizing word problem programs such as Empires, Khan Academy and Mid-school math.**  **Prior learning of decoding, inferring and synthesizing meaning from text based questions to clarify, build understanding and develop a thesis statements supported by quotes from reading, using the “perfect paragraph” format (1,2,3)** |
| ***(1A)* Common Core/State Standards: The Number System 7.NS**  1. Apply and extend previous understandings of operations with  fractions to add, subtract, multiply, and divide rational numbers.  2. Apply and extend previous understandings of multiplication and  division and of fractions to multiply and divide rational numbers.  3. Use proportional relationships to solve multi-step ratio and percent  problems. Examples: simple interest, tax, markups and markdowns,  gratuities and commissions, fees, percent increase and decrease, percent  error.  Expressions and Equations 7.EE  Use 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 a  problem context can shed light on the problem and how the quantities  in it are related.  Solve real-life and mathematical problems using numerical and  algebraic expressions and equations.  3. Solve multi-step real-life and mathematical problems posed with  positive and negative rational numbers in any form (whole numbers,  fractions, and decimals), using tools strategically. Apply properties of  operations to calculate with numbers in any form; convert between  forms as appropriate; and assess the reasonableness of answers using  mental computation and estimation strategies.  4. Use variables to represent quantities in a real-world or mathematical  problem, and construct simple equations and inequalities to solve  problems by reasoning about the quantities.  a. Solve word problems leading to equations of the form px + q = r  and p(x + q) = r, where p, q, and r are specific rational numbers.  Solve equations of these forms fluently. Compare an algebraic  solution to an arithmetic solution, identifying the sequence of the  operations used in each approach.    ELA - Key Ideas and Details  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual  evidence 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 details  and ideas.  3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Craft and Structure  4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative  meanings, 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 Ideas  7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as  well as in words.\*  8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as  the 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 the  approaches the authors take.  Range of Reading and Level of Text Complexity  10. 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, Empires, Mid-School Math, Kuta Software, Graphic Organizers, Fray Square Templates, Manipulatives, flash cards and math drill games, Math Problem Solver Program “Math Journaling”**  **Achieve the Core short story excerpts for building fluency, comprehension and understanding of the main idea. Students will formulate 3-5 paragraph papers explaining their understanding of the excerpts. Building on prior learning of decoding, inferring and synthesizing meaning from text based questions to clarify, build understanding and develop a thesis statements supported by quotes from reading, using the “perfect paragraph” format (1,2,3). Writing a rough draft for the Pasatiempo writing contest due 11/30.** |
| ***(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 3-5 Paragraph papers using the “perfect paragraph format-1,2,3”, Writing- Revisions, Reading Comprehension, Multiple choice practice, Math Drills, Khan Academy, Empires, creating math maps, Solving word problems in addition to student created word problems**  **This Week: Writing Perfect Paragraph papers using the (1,2,3 format), Writing- Revisions, Reading Comprehension, Math Solver Program-Solving word problems-student created word problems, students reviewing and practicing work with integers.** | |

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| MONDAY- Reading/Writing  ***(1C)* Learning Target: Students will learn to formulate a topic sentence supported by evidence and real-life experience**  **“I will use the “perfect paragraph” format of 1,2,3 to draft a paper to enter into the Pasatiempo writing contest.**  ***(1C)* Do Now: Do you recall a time that was memorable to you?** | (***1F)*Embedded Formative Assessment: Developing an understanding of a students life was effected in a way that was formative. The “perfect paragraph” 1,2,3 format will be referenced.**  ***(1B)*Closing Activity: Following directions** |
| TUESDAY- Math  ***(1C)* 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. Students will create their own math problem collectively and share with classmates**  ***(1C)* Do Now: Math drills 6’s and 7’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 they will generate their own word problem modeled after example.**  **Closing Activity: Students will trade word problems and solve eachothers word-problems.**  ***(1B)*Students will play Around the World** |
| WEDNESDAY- Reading/Writing  ***(1C)* Learning Target: Students will learn to formulate a topic sentence supported by evidence and real-life experience**  **“I will use the “perfect paragraph” format of 1,2,3 to draft a paper to enter into the Pasatiempo writing contest.**  ***(1C)* Do Now: Vocabulary Frayer** | (***1F)*Embedded Formative Assessment: Developing an understanding of a students life was effected in a way that was formative. The “perfect paragraph” 1,2,3 format will be referenced.**  ***(1B)*Closing Activity: The Umm Game** |
| THURSDAY-MATH  ***(1C)* Learning Target: I will work through word-problems using the program Empires, applying information that I have been previously taught to generate a solution.**  ***(1C)* Do Now: Math Drills whole class 7’s and 8’s** | (***1F)*Embedded Formative Assessment: Students will build math skills practicing word problems using the Empires program. They will demonstrate work in their Pre-Algebra Math Journals**  ***(1B)*Closing Activity: Around the world** |
| FRIDAY-Reading/Writing  ***(1C)* Learning Target: Students will learn to formulate a topic sentence supported by evidence and real-life experience**  **“I will use the “perfect paragraph” format of 1,2,3 to draft a paper to enter into the Pasatiempo writing contest.**  ***1C)* Do Now: Vocabulary word (from the short story) Frayer** | **(*1F)*Embedded Formative Assessment: Developing an understanding of what the behaviors of the humans means based on text-dependent questions, discussion and determining quotes that support paper.**  ***(1B)*Closing Activity: Following directions game** |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-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. |