**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: February 1st-February 5th** | **Unit Name:**  Using logical reasoning to solve multi-step, real life word problems, working with integers: linear equations single-step equations and two-step equation and generate a sample problem, finding range, slope, and creating a set of ordered pairs, building vocabulary and automation of basic math facts. Reading comprehension based on Literature Circles-from reading Hatchet, finding text--based evidence to support: literary elements such as: theme, mood, setting, comprehension questions, building vocabulary, writing “perfect paragraphs” using the 1,2,3 format. |

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| ***(1A)\**Essential Question(s):**  **MATH:** **Tuesdays & Thursdays**  How to familiarize with vocabulary presented in the book Pre-Algebra by: McDougal pgs  P2/3: page 388 (21-30) and page 389 (33-43) To find the slope between two ordered pairs: 1) write the formula: (y1-y2)/(x1-x2) 2) write x1, y1 under the first ordered pair and x2, y2 under the second ordered pair 3) substitute the numbers for the letters. Be careful that you don't mistake the minus sign for the negative sign in the ordered pair. 4) simplify the numerator and simplify the denominator. To find the slope from an equation: 1) solve for y. That means your equation should look like y=mx+b, where m = slope and b= y-intercept (that is where the line rosses the y-axis.)  <https://www.youtube.com/watch?v=2kMUk_XRvRQ>  finding slope intercept (relation, function, domain, range, ordered pair, mapping, input, output)  Students will identify slope between two ordered pairs  **READING**: **Monday, Wednesday and Fridays**  They will be reading Hatchet by: Gary Paulson. Students will answer text-based questions, identify literary elements, expand vocabulary to support and build understanding of text, creating a “perfect paragraph” using the 1,2,3 format.  **How has Brian’s character changed since he wrecked?** | ***(1A/1B)* Connections (prior/future learning): Prior learning and practice working through, basic math facts, utilizing vocabulary such as: slope, relation, function, domain, range, ordered pair, mapping, input, output word problem, working problems using integers-using the additive inverse and multiplicative inverse, determining if ordered pairs are solutions to an equation, utilizing word problem programs such as Kuta Software, 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, and other selected short stories designed for building fluency, comprehension, vocabulary and understanding of the main idea by answering text-based questions. 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)** |
| ***(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, creating flash cards, Solving word problems in addition to student created word problems, familiarizing with ordered pairs, finding slope, range and creating a set of ordered pairs, linear equations, finding input and output values, Students will identify slope between two ordered pairs.**  **This Week: Reading Hatchet-Literature Cirlces, Writing Perfect Paragraph papers using the (1,2,3 format), Writing- Revisions, Reading Comprehension, students reviewing and practicing work with linear equations working through solutions to single-step and two step equations.**  **Math Drills, Khan Academy, Empires, working multiplication math drills, familiarizing with ordered pairs, finding slope, range and creating a set of ordered pairs, linear equations and finding input and output values.** | |

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| MONDAY- Reading/Writing  ***(1C)* Learning Target: I will begin Ch. 5 of Hatchet.**  **I will begin a one paragraph response to with 3 text-based evidence as to: “What words of advice was most valuable and/or instructive in helping Brian survive in the wilderness after the plane crashed?” Explain and support with TBE**  ***(1C)* Do Now: Frayer model: Murky** | (***1F)*Embedded Formative Assessment: Developing an understanding of what words of advice was most valuable and/or instructive in helping Brian survive in the wilderness after the plane crashed based on text-dependent questions, discussion and determining quotes that support a “perfect paragraph” using the 1,2,3 format.**  **Final draft of text-based questions will be edited/collected by the end of the period Friday.**  ***(1B)*Closing Activity: Around the world math drills** |
| TUESDAY- Math  ***(1C)* Learning Target: Students will identify slope between two ordered pairs**  **See website for a lesson explaining slope:**  **https://www.youtube.com/watch?v=2kMUk\_XRvRQ**  **Practice identify slope between two ordered pairs**  **Pre-Algebra by: McDougal pgs**  **P2/3: page 388 (21-30) and page 389 (33-43) To find the slope between two ordered pairs: 1) write the formula: (y1-y2)/(x1-x2) 2) write x1, y1 under the first ordered pair and x2, y2 under the second ordered pair 3) substitute the numbers for the letters. Be careful that you don't mistake the minus sign for the negative sign in the ordered pair. 4) simplify the numerator and simplify the denominator. To find the slope from an equation: 1) solve for y.**  **That means your equation should look like y=mx+b, where m = slope and b= y-intercept (that is where the line crosses the y-axis.)**  **finding slope intercept (relation, function, domain, range, ordered pair, mapping, input, output)**  **Students will practice multiplication facts in form of completing a multiplication table in order to better understand basic fact automaticity in preparation for moving into Algebra I.**  ***(1C)* Do Now: Multiplication math fact table** | ***1F)*Embedded Formative Assessment: Students will identify two sets of ordered pair will determine a slope of a line from a graph.**  **Practice on pages 388 # (21-30) and page 389# (33-43)**  ***(1B)*Closing Activity: Around the world math drills** |
| WEDNESDAY- Reading/Writing  ***(1C)* Learning Target: I will complete Ch. 5 of Hatchet.**  **I will begin a one paragraph response to with 3 text-based evidence as to: “What words of advice was most valuable and/or instructive in helping Brian survive in the wilderness after the plane crashed?” Explain and support with TBE**  **“I will use the “perfect paragraph” format of 1,2,3 and gather text based evidence to support a deeper understanding of the story”**  ***(1C)* Do Now: Frayer Model: Asset** | (***1F)*Embedded Formative Assessment: Developing an understanding of what words of advice was most valuable and/or instructive in helping Brian survive in the wilderness after the plane crashed based on text-dependent questions, discussion and determining quotes that support a “perfect paragraph” using the 1,2,3 format.**  **Final draft of text-based questions will be edited/collected by the end of the period Friday.**  ***(1B)*Closing Activity: Following directions** |
| THURSDAY-MATH  ***(1C)* Learning Target: Students will practice math facts on quizziz.com**  **For part of the class students will be creating an Empires poster: Due Tuesday, February 9th**  **Please create a reflection for your hard work on Empires. Criteria: Big Paper (get from me) Empire task or tasks: must be a new one like the cart, quail, sundial, irrigation, Miti, etc No tasks that are already hanging in class on the wall! Large figure Bold Color Clear and Concise Math Workings Brief Summary or Explanation (emphasis on brief)** | ***(1F)*Embedded Formative Assessment: Students will practice multiplication facts on quizziz.com in order to better understand basic fact automaticity in preparation for moving into Algebra I.**  **Student will demonstrate understanding of basic math multiplication number families**  ***(1B)*Closing Activity: (Ticket out) identify to teachers class rank on quizziz.com** |
| FRIDAY-Reading/Writing  ***(1C)* Learning Target: I will begin Ch. 6 of Hatchet. Students will analyze how Brain finds food in the wild, by use of observation of his surroundings, in addition look at how he utilized the resources around him to find substanance.**  **Explain and support with TBE**  **“I will use the “perfect paragraph” format of 1,2,3 and gather text based evidence to support a deeper understanding of the story”**  ***(1C)* Do Now: Frayer: Tattered** | **(*1F)*Embedded Formative Assessment: Developing an understanding of what a, via answering on text-dependent questions, discussion and determining quotes that support a deeper understanding of what Brian found for food and shelter in the Canadian forest.**  **Final draft of text-based questions will be edited/collected by the end of the period Friday**  ***(1B)*Closing Activity: The Umm 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. |