**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: March 21st-March 25th** | **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.. Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems. |

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| ***(1A)\**Essential Question(s):** **MATH:** **Tuesdays & Thursdays**How to develop a better understanding of how to solve single-step equations and transfer knowledge and apply this information to successfully solve two-step equations. In addition how to remember how to multiply and or divide with signed integers; use and understand the rules and how it applies to the sign of the answer. In addition develop a better understanding of how to add and subtract with integers using **READING**: **Monday, Wednesday and Fridays**For weeks 3/14-3/18 and 3/21-3/24 Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems. | ***(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)****Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems.** |
| ***(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, 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). Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems.** |
| ***(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: Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems.****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- **I will begin practicing for the PARCC ELA exam, working on sample sentences and analyze grammar, punctuation and sentence structure.*****1C)* Learning Target: “I will work through sample PARCC sentences and analyze grammar, punctuation and sentence structure developing an understanding as to what is grammatically correct and is not”.*****(1C)* Do Now: Look at a sentence projected, work with a partner and determine if it is grammatically correct** |  (***1F)*Embedded Formative Assessment:** **“I will work through sample PARCC sentences and analyze grammar, punctuation and sentence structure developing an understanding as to what is grammatically correct and is not”.****Work samples will be collected as a ticket out at the end of the period.*****(1B)*Closing Activity: The Umm game** |
| TUESDAY- **I will develop a better understanding of basic math facts by practicing and building my understanding and automaticity in order to move to higher levels of math****http://www.factmonster.com/math/flashcards.html Start on level 1 and work your way up.** ***(1C)* Do Now: Timed multiplication math table** | ***1F)*Embedded Formative Assessment: Students will develop a better understanding how to practice and improve basic math facts on the following website:**[**http://www.factmonster.com/math/flashcard.html?op[0]=addition&level=1**](http://www.factmonster.com/math/flashcard.html?op%5b0%5d=addition&level=1)**Formative assessment includes: take the addition quiz below and record your time and number correct.** **http://www.fun4thebrain.com/add/addquiz9/add9.html**  |
| WEDNESDAY- Reading/Writing***(1C)* Learning Target: I will begin practicing for the PARCC ELA exam, working on sample sentences and analyze grammar, punctuation and sentence structure.*****1C)* Learning Target: “I will work through sample PARCC sentences and analyze grammar, punctuation and sentence structure developing an understanding as to what is grammatically correct and is not”.*****(1C)* Do Now: Write a grammatically incorrect sentence, switch with a partner and determine how to make it grammatically correct** |  (***1F)*Embedded Formative Assessment: “I will work through sample PARCC sentences and analyze grammar, punctuation and sentence structure developing an understanding as to what is grammatically correct and is not”.****Work samples will be collected as a ticket out at the end of the period.*****(1B)*Closing Activity: Following directions** |
| THURSDAY-MATH***(1C)* Learning Target:** **Students will practice basic facts in form of completing basic math flash cards order to better understand and improve basic fact automaticity in preparation for moving into higher math courses*****(1C)* Do Now: Timed multiplication math table** | ***(1F)*Embedded Formative Assessment: Students will develop a better understanding how to practice and improve basic math facts****Students will log-in to quizziz.com to take practice quizzes to assist with automaticity of basic facts.** **Students will report on a half sheet their own rank for each quiz taken.****Basic Math Fact review-CODE:53310****Subtraction Review-CODE: 68307****.*(1B)*Closing Activity: Around the world math drills** |
| FRIDAY-No School |  |

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| \*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.  |