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

|  |  |
| --- | --- |
| **Instructor’s name: Shain & Gotcher** | **Course/Grade: Assistive Reading/Math 7th grade** |
| **Week of: April 25th-April 29th** | **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 fact Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems. |

|  |  |
| --- | --- |
| ***(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 different signs or same signs.  **READING**: **Monday, Wednesday and Fridays**  Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems. Students will analyze what a sonnet is and what components are necessary to create one. | ***(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.**  **Students will analyze what a sonnet is and what components are necessary to create one.** |
| ***(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). Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems.** S**tudents will analyze what a sonnet is and what components are necessary to create one.** |
| ***(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. ELA PARCC Practice**  [**http://parcc.pearson.com/resources/Practice\_Tests/Grade\_7/PC194820-001\_7ELATB\_PT.pdf**](http://parcc.pearson.com/resources/Practice_Tests/Grade_7/PC194820-001_7ELATB_PT.pdf)  **This Week: Students will be practicing for PARCC completing grammar practice problems and reading short passages completing comprehension problems. Students are practicing PARCC math practice problems refer to the following link: https://prc.parcconline.org/system/files/7th%20grade%20Math%20-%20EOY%20-%20Item%20Set\_0.pdf**  **.**  **Math Drills, Khan Academy, Empires, working multiplication math drills, familiarizing and practicing automation of facts.** | |

|  |  |
| --- | --- |
| MONDAY-  **“I will develop an understanding of character development when writing using descriptive words to describe appearance and personality.”**  ***(1C)* Do Now: Can you think of an individual/character/role where they look like their personality (depicted)?** | (***1F)*Embedded Formative Assessment:**  **“I will develop an understanding of character development when writing using descriptive words to describe appearance and personality.”**  **Students will developing and deciphering how appearance and personality are attributed to characterization based on a provided handout.**  **Work samples/answers on a separate sheet of paper will be collected as a ticket out at the end of the period.**  ***(1B)*Closing Activity: The Umm game** |
| TUESDAY- “I will develop an understanding of functions, input/output and being able to determine if it is a function given a formula.”  Mini-Lesson via Khan Academy  What is a function?  <https://www.khanacademy.org/math/algebra/algebra-functions/intro-to-functions/v/what-is-a-function>  Function input/output  https://www.khanacademy.org/math/algebra/algebra-functions/function-inputs-and-outputs/v/matching-function-input-to-output-with-graph | (***1F)*Embedded Formative Assessment:** “I will develop an understanding of functions, input/output and being able to determine if it is a function given a formula.” |
| WEDNESDAY- continuation of characterization  ***(1C)* “I will develop an understanding of character development when writing using descriptive words to describe appearance and personality.”**  ***(1C)* Do Now: Can you think of an individual/character/role where they look like their personality (depicted)?** | (***1F)*Embedded Formative Assessment:**  **“I will develop an understanding of character development when writing using descriptive words to describe appearance and personality.”**  **Students will developing and deciphering how appearance and personality are attributed to characterization based on a provided handout.**  **Work samples/answers on a separate sheet of paper will be collected as a ticket out at the end of the period.**  ***(1B)*Closing Activity: The Umm game** |
| THURSDAY-MATH  **Do Now: FACTMONTER PRACTICE 20 MINUTES**  **http://www.factmonster.com/math/flashcards.html  Start on level 1 and work your way up. When you finish addition take the addition quiz below and date, record your time and number correct.**  **5 times-repeatedly**    **Math Fact Quiz on 1-4-16 addition link  http://www.fun4thebrain.com/add/addquiz9/add9.html When you complete the subtraction level then take the subtraction quiz and record your time and number correct**  **5 times-repeatedly subtraction http://www.fun4thebrain.com/subtract/subquiz9/sub1\_9.html When you complete the multiplication level then take the multiplication quiz and record your time and number correct.**  **5 times-repeatedly multiplication** [**http://www.fun4thebrain.com/multiply/multquiz9/mult9.html**](http://www.fun4thebrain.com/multiply/multquiz9/mult9.html)  **5 times-repeatedly**  **When you finish the multiplication quiz then try other games: Fun 4 the Brain** [**http://www.fun4thebrain.com/index.html**](http://www.fun4thebrain.com/index.html) |  |
| FRIDAY-Reading/Writing  **continuation of characterization in Midsummer’s Night Dream**  ***(1C)* Learning Target: “I will develop an understanding of character development in Midsummer’s Night Dream” and how their appearance contributed to their character development throughout the story”**  **Excerpt from Midsummer’s Night Dream**  ***(1C)* Do Now: Pop quiz provide an example of hyperbole and alliteration** | **(*1F)*Embedded Formative Assessment:**  **“I will develop an understanding of character development in Midsummer’s Night Dream” and how their appearance contributed to their character development throughout the story”**  **Work sample from the sonnet analysis will be collected as a ticket out at the end of the period.**  ***(1B)*Closing Activity: Around the World** |

|  |  |
| --- | --- |
| \*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. |