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

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| **Instructor’s name: Shain & Gotcher** | **Course/Grade: Assistive Reading/Math 7th grade** |
| **Week of: May 9th-May 13th** | **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. Preparation for the Pre-Algebra EOC |

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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 different signs or same signs. Preparation for the Pre-Algebra EOC  **READING**: **Monday, Wednesday and Fridays** | ***(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.**  **This Week:**  **Math Drills, Khan Academy, Empires, working multiplication math drills, familiarizing and practicing automation of facts. Studying for the Pre-Algebra EOC and analyzing an author's claim based on arguments that support or reject citizenship.** | |

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| MONDAY- **Article reading of** **“Should Undocumented Immigrants Get a ‘Path to Citizenship’?**  **“I will develop an understanding of two arguments that support or reject undocumented immigrants receiving citizenship.”**  ***(1C)* Do Now: What is immigration?** | (***1F)*Embedded Formative Assessment:**  **“I will develop an understanding of two arguments that support or reject undocumented immigrants receiving citizenship.”**  **Students will develop an opinion for or against undocumented immigrants receiving US citizenship based on TBE within the article, “Should Undocumented Immigrants Get a ‘Path to Citizenship’?**  **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 what problems may be on the EOC for Pre-Algebra.**  **Refer to the following link posted on Dr. Brown’s website**  **Students spend 20-30 minutes 5 days a week practicing the problems for the standards on the EOC blueprint. You may find the document that has all of the links here:**  **https://docs.google.com/a/atcschool.org/document/d/1F7e3hML4mLU7XT43p5RDTvm1S8BKZaIyz2aBUO5Wj9o/edit?usp=sharing** | **(*1F)*Embedded Formative Assessment: “I will develop an understanding what may be presented on the Pre-Algebra EOC, based on the PED state standards, by working through practice EOC problems 30 minutes a day.”** |
| WEDNESDAY- continuation reading **Article reading of** **“Should Undocumented Immigrants Get a ‘Path to Citizenship’?**  ***(1C)* “I will develop an understanding of two arguments that support or reject undocumented immigrants receiving citizenship.”**  ***(1C)* Do Now: What is reform?** | (***1F)*Embedded Formative Assessment:**  **“I will develop an understanding of two arguments that support or reject undocumented immigrants receiving citizenship.”**  **Students will develop an opinion for or against undocumented immigrants receiving US citizenship based on TBE within the article, “Should Undocumented Immigrants Get a ‘Path to Citizenship’?**  **Work samples on a separate sheet of paper will be collected as a ticket out at the end of the period.**  ***(1B)*Closing Activity: Following directions** |
| THURSDAY-MATH  **Do Now: Around the world-Math drills**  **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  ***(1C)* Learning Target: I will develop an understanding of the overall theme, using text based evidence of the article “The Bully”, by Roger Dean Kiser.**  ***(1C)* Do Now: How would you define bullying?** | **(*1F)*Embedded Formative Assessment:**  **Students will analyze the short story, “The Bully”, by Roger Dean Kiser to determine the overall theme, using TBE evidence for a 3 paragraph response.**  **Work samples on a separate sheet of paper will be collected as a ticket out at the end of the period.**  ***(1B)*Closing Activity: Following Directions** |

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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, consens agrams, red/green cards, formal or informal student conferences, sticky note assessment. |