**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 and Math** |
| **Week of:** **Sept. 21 - 25** | **Unit Name:** **“A Look at Spices” and Strategy #3** |

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| ***(1A)\**Essential Question(s):** **What is a good thematic statement?** | ***(1A/1B)* Connections (prior/future learning):** **Background exposure to Theme and word 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 multistep ratio and percentproblems. *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 aproblem context can shed light on the problem and how the quantitiesin it are related. *For example, a + 0.05a = 1.05a means that “increase by**5%” is the same as “multiply by 1.05.”***Solve real-life and mathematical problems using numerical and****algebraic 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. *For example: If a woman**making $25 an hour gets a 10% raise, she will make an additional 1/10 of**her salary an hour, or $2.50, for a new salary of $27.50. If you want to place**a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches**wide, you will need to place the bar about 9 inches from each edge; this**estimate can be used as a check on the exact computation.*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* = *r*and *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. *For example, the perimeter of a**rectangle is 54 cm. Its length is 6 cm. What is its width?***ELA - Key Ideas and Details**1. 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:** Math Notebook, Achieve the Core Unit for Spices |
| ***(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?****Daily: Math drills, Writing****This Week: Close reading of “Spices” article; Strategy #3 – Math Word Problems** |

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| MONDAY***(1C)* Learning Target: I comprehend the Spices article. I will successfully answer the multiple choice questions.*****(1C)* Do Now: Math drills** |  (***1F)*Embedded Formative Assessment: Quiz over article*****(1B)*Closing Activity: Share out experiences cooking with spices** |
| TUESDAY***(1C)* Learning Target: Math Strategy #3*****(1C)* Do Now: Math drills** | (***1F)*Embedded Formative Assessment: Solve problem; write one of your own*****(1B)*Closing Activity: relay multiplication problems** |
| WEDNESDAY***(1C)* Learning Target: I can comprehend and analyze two additional articles about spices and I can identify the themes of each.*****(1C)* Do Now: Math problem on board** | (***1F)*Embedded Formative Assessment: Paragraph about theme of each article.*****(1B)*Closing Activity: Math drill** |
| THURSDAY***(1C)* Learning Target: I understand Strategy #3, and I will solve a more complex problem of this type.*****(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment: Problem solution.*****(1B)*Closing Activity: Share student generated problems.** |
| FRIDAY ***(1C)* Learning Target: I understand what the main idea of “A Look at Spices” is. I can write a paragraph explaining what it is, and include a citation to support my idea.*****(1C)* Do Now: Math drills** | (***1F)*Embedded Formative Assessment: Main idea paragraph.*****(1B)*Closing Activity: Share main ideas.** |
| **Vocabulary****Cretin****Sobriquet****Puny** |
| **Latin/Greek Roots** |
| **Literary Elements/Rhetorical Devices** |

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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.  |