East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: June 18th - June 22nd

Subject: Math 6

|  |
| --- |
| **Common Core//Essential Skill Standard(s):** *(What are the skills being taught? Which standards are being specifically addressed in these lessons?*  Monday:  **6.RP.3:** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.    a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*  c. Find a percent of a quantity as a rate per 100(e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.  d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.  Tuesday - Thursday:  **6.G.1:** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.  **6.G.2:**  Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas *V = l w h* and *V = b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.  **6.G.3:**  Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real world math problems.  **6.G.4:**  Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.  Friday:  ELA EOG (ELA Standards) |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Students will rotate through stations as a Ratios and Percents.  **Tuesday:** Students will complete Math Topic Geometry EOG Released Item activity.  **Wednesday:** Students will complete Math Topic Geometry EOG Released Item activity.  **Thursday:** Students will rotate through stations as a review of Geometry.  **Friday:** Students will complete ELA End of Grade Assessment |
| **Vocabulary:** Monday:Review vocabulary for Ratios and Percents  Tuesday - Thursday: Review vocabulary for Geometry |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Monday | Tuesday | Wednesday | Thursday | Friday |
|  | **Engage**  **Greet students with a handshake at the door.**  **“Good Things”** | ~Teacher Greets Students at the Door with a handshake.  ~T/SW do “Good Things” (sw lead this each day/select student leader for the week) | ~Teacher Greets Students at the Door with a handshake.  ~T/SW do “Good Things” (sw lead this each day/select student leader for the week) | ~Teacher Greets Students at the Door with a handshake.  ~T/SW do “Good Things” (sw lead this each day/select student leader for the week) | ~Teacher Greets Students at the Door with a handshake.  ~T/SW do “Good Things” (sw lead this each day/select student leader for the week) | ~Teacher Greets Students at the Door with a handshake.  ~T/SW do “Good Things” (sw lead this each day/select student leader for the week) |
| 5 min | **Xplore**  **Success Starter:** *(What meaningful and relevant activity will students complete as soon as they enter the classroom?)*  **“Good Things” Teacher determines when this will take place, beginning, middle, or maybe end of class if appropriate.** | SW complete Success Starter “Two Daily Word Problem” which requires them to choose a word problem to explain their thinking using writing weekly.  T/SW do “Good Things”  [Quarter 4 Week 9 Spiral Review](https://drive.google.com/open?id=1e4wNFCkU1mtNnLtyFnwWtOafeP4VTdfh) | SW complete Success Starter “Two Daily Word Problem” which requires them to choose a word problem to explain their thinking using writing weekly.  T/SW do “Good Things” | SW complete Success Starter “Two Daily Word Problem” which requires them to choose a word problem to explain their thinking using writing weekly.  T/SW do “Good Things” | SW complete Success Starter “Two Daily Word Problem” which requires them to choose a word problem to explain their thinking using writing weekly.  T/SW do “Good Things” | SW complete Success Starter “Two Daily Word Problem” which requires them to choose a word problem to explain their thinking using writing weekly.  T/SW do “Good Things” |
| 10 min | **Communicate**  **Whole Group Instruction:** *(Focused lessons [explicit teaching/modeling, strategy demonstration,graphic supports, activate prior knowledge], shared reading, shared writing, video clips, illustrations, discussion, writing process.)* | EOG Review/Prep  (Calculators Can Be Used)  Ratios and Percents:  TW explain to students that they will rotate through math stations to review what they have learned over the past two days working with Ratios and Percents.  TW review expectations and have a student share-out expectations. | EOG Review/Prep  (No Calculators Used Today)  Geometry: 28,29,30,31, 45, 46, 47, and 48  EOG Released G Questions:  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | EOG Review/Prep  (Calculators Used Today)  Geometry: 28,29,30,31, 45, 46, 47, and 48  EOG Released G Questions:  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | EOG Review/Prep  (Calculators Can Be Used)  Geometry:  TW explain to students that they will rotate through math stations to review what they have learned over the past two days working with Geometry.  TW review expectations and have a student share-out expectations. | **ELA EOG/No Regular Classes Today**  SW take the EOG in each of their classrooms today.  The EOG should last until around noon.  After the EOG, the students will have lunch.  When they are done with lunch, SW be able to log onto Khan Academy, i-ready, or complete their enrichment project. |
| 25 min | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) | SW work in their assigned groups and use the remaining time to rotate through four different math stations. (Students may not get to all stations)  **Station 1:** Khan Academy (students who have mastered Number Systems based off of exit ticket and prior data will work on an assignment on Khan Academy)  **Station 2:** Work with teacher.  [Ratios and Proportions Teacher Review](https://drive.google.com/open?id=0B68Rhu0F2PwtUkhmb3dZaXlqcWc)  **Station 3:** Ratios and Percents Task Cards.  [Ratio and Percent Task Cards](https://drive.google.com/open?id=0B68Rhu0F2PwtN3NJV1hnbEVfRmc)  [Ratio and Percent Record Sheet](https://drive.google.com/open?id=0B68Rhu0F2Pwtb2VPVmJ0RGlSa1E) | TW pass out student copies of the Released EOG.  TW have students work in table groups and assign 4 problems at a time.  SW work on each problem and then share out/model how they solved/their thinking.  TW then assign 4 more problems following the same process. | TW pass out student copies of the Released EOG.  TW have students work in table groups and assign 4 problems at a time.  SW work on each problem and then share out/model how they solved/their thinking.  TW then assign 4 more problems following the same process. | SW work in their assigned groups and use the remaining time to rotate through four different math stations. (Students may not get to all stations)  **Station 1:** Khan Academy (students who have mastered Number Systems based off of exit ticket and prior data will work on an assignment on Khan Academy)  **Station 2:** Work with teacher.  [Teacher Review Geometry](https://drive.google.com/open?id=0B68Rhu0F2PwtUlVXLW5tOTJ5Mm8)  **Station 3:** Geometry Jeopardy Game.  [Jeopardy: Geometry](https://drive.google.com/open?id=0B68Rhu0F2PwtWWJJV0hfdW9ycXc) | SW take the EOG in each of their classrooms today.  The EOG should last until around noon.  After the EOG, the students will have lunch.  When they are done with lunch, SW be able to log onto Khan Academy, i-ready, or complete their enrichment project. |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | SW continue to rotate through the math stations as a review of the unit’s lesson.  **Homework:** SW work on Khan Academy Assignments for this domain.    Teacher may post a discussion board question on Google Classroom. Students should reply to the question and then respond to two other classmates. | SW continue to work in table groups following the above steps.    TW call on students to come up and share how they solved once table groups have finished with each set of 4 problems.  **Homework:** SW complete numbers 1 - 8 on page 676 and 1 - 6 on page 678 (sw complete the remainder of the problems tomorrow for homework)    [Perimeter and Area](https://drive.google.com/open?id=0B68Rhu0F2PwtaHUzUzAxYmR6RU0) | SW complete an Exit Ticket on Geometry.    Based off of the Exit Ticket, TW group students into homogenous groups for stations tomorrow    [Geometry Exit Ticket](https://drive.google.com/open?id=0B68Rhu0F2PwtdkVTMk5HR2gxbFU)    **Homework:** SW complete problems 7 - 11 on page 678 and problems 12 - 15 and 19 - 20 on page 679 (students do not do #’s 16 - 18)    [Volume and Surface Area](https://drive.google.com/open?id=0B68Rhu0F2PwtaHUzUzAxYmR6RU0) | SW continue to rotate through the math stations as a review of the unit’s lesson.    **Homework:** SW complete any problems not done in class on the teacher review sheet. | SW take the EOG in each of their classrooms today.  The EOG should last until around noon.  After the EOG, the students will have lunch.  When they are done with lunch, SW be able to log onto Khan Academy, i-ready, or complete their enrichment project. |
| less than 5 min | **Launch**  **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective? Exit ticket, performance task, collaborative google doc, rubric, self and peer assessment, grade cam* | Teacher Observations  Teacher Review | Teacher Observation | Geometry Exit Ticket | Teacher Observations  Teacher Review | ELA EOG  **Homework:** Study for the Math EOG using your notebook, notes, and Released EOG |
| 29  min | **WIN Time**  **(What I Need)** | This will change daily depending on student needs.  ~Students that need enrichment will work on Khan Academy or Project Based Learning Activity  ~PBL: Book Project  ~Students that need intervention will work with the teacher on that particular skill or Mrs. Huff.  **Notes:** | This will change daily depending on student needs.  ~Students that need enrichment will work on Khan Academy or Project Based Learning Activity  ~PBL: Book Project  ~Students that need intervention will work with the teacher on that particular skill or Mrs. Huff.  **Notes:** | This will change daily depending on student needs.  ~Students that need enrichment will work on Khan Academy or Project Based Learning Activity  ~PBL: Book Project  ~Students that need intervention will work with the teacher on that particular skill or Mrs. Huff.  **Notes:** | This will change daily depending on student needs.  ~Students that need enrichment will work on Khan Academy or Project Based Learning Activity  ~PBL: Book Project  ~Students that need intervention will work with the teacher on that particular skill or Mrs. Huff.  **Notes:** | This will change daily depending on student needs.  ~Students that need enrichment will work on Khan Academy or Project Based Learning Activity  ~PBL: Book Project  ~Students that need intervention will work with the teacher on that particular skill or Mrs. Huff.  **Notes:** |

|  |
| --- |
| **Enrichment/Extension/Re-teaching/Accommodations:** *How will my lesson satisfy the needs of all learners? How will you scaffold for your EC and or ESL learners?*  Students will be on iReady and Khan Academy for support and remediation on their devices and at home.  Lessons may change depending on student needs and exit tickets  Math 6+ will have SuperStars on Tuesday and Pull Out PBL Activity with Ms. Forrest weekly during WIN Time.  All classes have Remediation done daily during our intervention block. Remediation is based off of student need.  Other classes have an enrichment activity with Ms. Forrest during WIN Time (Algebra Book Project: Digital)  Mrs. Huff pulls students on Wednesday and Thursday during WIN Time in both 1st and 5th Period for remediation of skills needed. |

Geometry Stations if time permits:

**Station 1:** Work with teacher.

[Teacher Review Geometry](https://drive.google.com/open?id=0B68Rhu0F2PwtUlVXLW5tOTJ5Mm8)

**Station 2:** Geometry Jeopardy Game.

[Jeopardy: Geometry](https://drive.google.com/open?id=0B68Rhu0F2PwtWWJJV0hfdW9ycXc)