East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: April 16th - April 20th

Subject: Math 6

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| **Common Core//Essential Skill Standard(s):** *(What are the skills being taught? Which standards are being specifically addressed in these lessons?*  **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.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. |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Track Out/No School  **Tuesday:** Track Out/No School  **Wednesday:** Track Out/No School  **Thursday:** Students will complete Quarter 3 Pre-CFA on Mastery Connect.  **Friday:** Students will understand that 3D figures have faces, edges, vertices and can be represented as a net. |
| **Vocabulary:** Base, Edge, Face, Height, Isosceles, Net, Polyhedron, Pyramid, Right rectangular prism, Triangular prism, Vertices, Area, Decomposing,  Dimensions, Surface Area, Volume |

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|  |  | 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” | 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”  [Unit 12 Vocabulary](https://drive.google.com/open?id=0B68Rhu0F2PwtU2MtZ0p5Wlg1Z1U) |
| 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.)* | **Tracked Out/No School** | **Tracked Out/No School** | **Tracked Out/No School** | TW read the directions as a whole group for the Quarter 3 Pre-CFA on Mastery Connect  TW review expectations for taking the Quarter 3 Pre-CFA using computers.  (About 5 minutes) | TW have students take out Unit 12 Vocabulary and review as a whole class and make the Unit 12 TIPS Chart.  TW introduce the lesson by using the following items: tissue box, glue stick, textbook, and marker.  TW have students identify the faces, edges, and vertices.  TW then have the students take out 3-D figure notes and review as a whole class.  TW discuss how prisms and pyramids are named for the shape of their bases.·  TW hold up sample cardboard boxes (loosely reassemble them) and ask students to predict what they would look like if you cut them on the edges and tried to lay them flat.  TW show students cardboard nets and ask them to identify what they have in common (pairs of sides that are the same, rectangular boxes have six sides each)  TW remind students that they worked with nets in 5th grade and remind students that a net is related to a shape’s surface area.  TW discuss real-world applications of needing to know the exact measurements of the sides of a box (like wrapping a package, painting, laying carpet).  TW then have the students take out 3-D figure notes and review as a whole class.  [3-D Figure Notes](https://drive.google.com/open?id=0B68Rhu0F2PwtdWxDWHQ0QXgwWmM) |
| 25 min | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) |  |  |  | SW discuss in their table groups expectations for taking assessments in the classroom on computers.  TW have various student leaders share out.  (About 5 - 7 minutes) | TW have students choose from two different 3-D Activities.  SW work with a partner on the activity that they choose.  [3-D Activities](https://drive.google.com/open?id=0B68Rhu0F2PwtdG5TMjJ6MElnVEk) |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | **Homework:** | **Homework:** | **Homework:** | SW complete the math assessment using their notes.  **Homework:** None due to assessment | SW continue to work with a partner on their 3-D activity.  If students finish early they can independently work on page 526-527 in the Holt Math Book.  [Holt Math Book Pages](https://drive.google.com/open?id=0B68Rhu0F2PwtR3VDSzN0QmhZTU0)  **Homework:** SW need to watch Unit 12, Video 1 and complete the homework portion of their notes.  [Unit 12 Video 1](https://www.youtube.com/watch?v=0_yFc07nrbQ)  [Unit 12 Video 1 Notes](https://drive.google.com/open?id=1pqoETSvD7X33RRrM99xlJ7SOYnun5708) |
| 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* |  |  |  | Quarter 4 Pre-CFA | 3-D Activity |
| 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:** |

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| **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. |