East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: June 11th - June 15th

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?*  Monday- Wednesday  **6.EE.1** Write and evaluate numerical expressions involving whole-number exponents  **6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers.  a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.  b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*  c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For* *example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = ½.*  **6.EE.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*  **6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.  **6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.  **6.EE.8** Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities in the form of x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.  **6.EE.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. **(Include Coordinate Plane)**  Thursday - Friday:  **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.  **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. |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Students will complete Math Topic Expressions and Equations EOG Released Item activity.  **Tuesday:** Students will complete Math Topic Expressions and Equations EOG Released Item activity.  **Wednesday:** Students will rotate through stations as a review of Expressions and Equations.  **Thursday:** Students will complete Math Topic Ratios and Percents EOG Released Item activity.  **Friday:**Students will complete Math Topic Ratios and Percents EOG Released Item activity. |
| **Vocabulary:** Monday - Wednesday: Review vocabulary for Expressions and Equations  Thursday - Friday: Review vocabulary for Ratios and Percents |

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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”  [Quarter 4 Week 8 Spiral Review](https://drive.google.com/open?id=1S4Uvy2pReNcGKH8_ISeTz3Za5-bitalw) | 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  (No Calculators Used Today)  Expressions and Equations:  EOG Released EE Questions: 4, 5, 13, 14, 15, 23, 24, 25, 26, 27, 40, 41, 42, 43, 44  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | Gridded Response Practice with Students using the NCDPI Booklets  EOG Review/Prep  (Calculators Used Today)  Expressions and Equations:  EOG Released EE Questions: 4, 5, 13, 14, 15, 23, 24, 25, 26, 27, 40, 41, 42, 43, 44  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)  Expressions and Equations:  TW explain to students that they will rotate through math stations to review what they have learned over the past two days working with Expressions and Equations.  TW review expectations and have a student share-out expectations. | EOG Review/Prep  (No Calculators Used Today)  Ratios and Percents:  EOG Released RP Questions: 16, 17, 18, 19, 34, 35, 36  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | EOG Review/Prep  (Calculators Used Today)  Ratios and Percents:  EOG Released RP Questions: 16, 17, 18, 19, 34, 35, 36  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) |
| 25 min | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) | 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.  [Expressions and Equations Teacher Review](https://drive.google.com/open?id=0B68Rhu0F2PwtN3dmQUZ5b3ZTTTQ)  **Station 3:** Expressions and Equations Jeopardy.  [Expressions and Equations Jeopardy](https://drive.google.com/open?id=0B68Rhu0F2PwtRTFFQmpOTlM2ZGM) | 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. |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | 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 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 complete an Exit Ticket on Expressions and Equations.  Based off of the Exit Ticket, TW group students into homogenous groups for stations tomorrow.    [Expressions and Equations Exit Ticket](https://drive.google.com/open?id=0B68Rhu0F2PwtclkxZkF4VWhoMG8)  **Homework:** Expressions and Equations Homework    [Expressions and Equations Homework](https://drive.google.com/open?id=0B68Rhu0F2PwtZ19UTFNlLWVkWTg) | SW continue to rotate through the math stations as a review of the unit’s lesson.    **Homework:** Complete Expressions and Equations Teacher Review for Homework.    [Expressions and Equations Teacher Review](https://drive.google.com/open?id=0B68Rhu0F2PwtN3dmQUZ5b3ZTTTQ) | 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:** Order of Operations Weekly Review Homework    [Order of Operations](https://drive.google.com/open?id=0B68Rhu0F2PwtVkFlbU02a1lmZWs) | SW complete an Exit Ticket on Expressions and Equations.    Based off of the Exit Ticket, TW group students into homogenous groups for stations tomorrow    [Ratio and Proportions Exit Ticket](https://drive.google.com/open?id=0B68Rhu0F2PwtRUY3Z0JKRnRZS1k)    **Homework:** Working with Percents Homework    **[Percents Homework](https://drive.google.com/open?id=0B68Rhu0F2PwtRjd2amFPeHUxQkE)** |
| 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 Observation | Teacher Observations  Teacher Review | Teacher Observations | Teacher Observations |
| 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. |