East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: June 25th - June 30th

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.SP.4:**  Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  **6.SP.5:** Summarize numerical data sets in relation to their context, such as by:  a) Reporting the number of observations.  b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  c) Giving quantitative measures of center (median and/or mean) and variability (inter-quartile range and/or mean absolute deviation), as  well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the  data were gathered.  Tuesday:  Math EOG (All math power standards)  Wednesday - Friday:  Review of all standards taught this year |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Students will complete Math Topic Statistics and Probability EOG Released Item activity.  **Tuesday:** Students will complete the End of Grade Math Assessment  **Wednesday:** Students will design a math board game by selecting a domain and using a rubric. (end of school project)  **Thursday:** Students will design a math board game by selecting a domain and using a rubric. (end of school project)  **Friday:** Students will design a math board game by selecting a domain and using a rubric. (end of school project) |
| **Vocabulary:** Monday: Review vocabulary from statistics and probability  Tuesday: Math EOG  Wednesday - Friday: Review vocabulary from all domains. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 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” |
| 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 Used Today)  Statistics and Probability: 6, 32, 33, 49, and 50  EOG Released SP Questions:  TW review expectations during EOG Review/Prep  [Math 6 EOG Release](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk)  If time permits: See the two stations at the bottom of lesson plan. | **Math 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 begin working on the END of Year Board Game Design. (See instructions below and ways to introduce on Wednesday’s lesson plan) | **Depending on when the Math EOG ends, students may start this on the previous day.**  TW explain to students that they will be working in groups of 4 to design a board game using one of our math domains (Expressions and Equations, The Number System, Geometry, Ratios and Proportions, and Statistics and Probability).  TW pass out the rubric and directions and review as a whole class.  TW model and review group work expectations.  [End of Year Board Game Design](https://drive.google.com/open?id=0B68Rhu0F2Pwta2dBbWl1SmpCZGs) | TW explain to students that they will continue working in their groups of 4 from yesterday to design a board game using one of our math domains (Expressions and Equations, The Number System, Geometry, Ratios and Proportions, and Statistics and Probability).  TW pass out the supplies and folders for each group.  TW model/ review the group expectations and directions again as a whole class.  [End of Year Board Game Design](https://drive.google.com/open?id=0B68Rhu0F2Pwta2dBbWl1SmpCZGs) | **Last Day: Students will turn in their completed board games today.**  TW explain to students that they will continue working in their groups of 4 from yesterday to design a board game using one of our math domains (Expressions and Equations, The Number System, Geometry, Ratios and Proportions, and Statistics and Probability).  TW pass out the supplies and folders for each group.  TW model/ review the group expectations and directions again as a whole class.  [End of Year Board Game Design](https://drive.google.com/open?id=0B68Rhu0F2Pwta2dBbWl1SmpCZGs) |
| 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. | **Math 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 begin working on the END of Year Board Game Design. (See instructions below and ways to introduce on Wednesday’s lesson plan) | SW divide into their groups and review the expectations, rubric and directions.  TW call on various student leaders to share out expectations, etc.  Student groups will then select a domain (Expressions and Equations, The Number System, Geometry, Ratios and Proportions, and Statistics and Probability) they would like to work from to build their board game.  SW work within their groups to design their board game. | SW divide into their groups from yesterday and review the expectations, rubric and directions.  TW call on various student leaders to share out expectations, etc.  SW continue to work within their groups to design their board game using the rubric. | SW divide into their groups from yesterday and review the expectations, rubric and directions.  TW call on various student leaders to share out expectations, etc.  SW continue to work within their groups to design their board game using the rubric. |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | SW complete an Exit Ticket on Statistics and Probability.    (Based off of the Exit Ticket, TW group students into homogenous groups for stations tomorrow)    [Data and Statistics Exit Ticket](https://drive.google.com/open?id=0B68Rhu0F2PwtRFVOT0tDU3RLbWc)    **Homework:** SW complete mean, median, mode, and range homework    [Mean, Median, Mode, and Range](https://drive.google.com/open?id=0B68Rhu0F2PwtNndPRVRfMmY5WGM) | **Math 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 begin working on the END of Year Board Game Design. (See instructions below and ways to introduce on Wednesday’s lesson plan)  **Homework:** None due to EOG | SW continue to work within their group using the rubric as a guide to design/build their board game.  **Homework:** None | SW continue to work within their group using the rubric as a guide to design/build their board game.  **Homework:** None | SW continue to work within their group using the rubric as a guide to design/build their board game.  SW turn in their completed math board games at the end of class.  If time permits, students may play other team’s board games.  **Homework:** None |
| 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* | Statistics and Probability Exit Ticket | Math EOG | Teacher Observation  Group Work  End Project | Teacher Observation  Group Work  End Project | Teacher Observation  Group Work  End Project |
| 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?*  SStudents 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. |

Stations for Statistics and Probability:

**Station 1:** Work with teacher.

[Teacher Review: Data and Statistics](https://drive.google.com/open?id=0B68Rhu0F2PwtZjZMZ2JHMkhKdjQ)

**Station 2:** Statistics and Probability Jeopardy Game.

[Jeopardy: Statistics and Probability](https://drive.google.com/open?id=0B68Rhu0F2PwtaGlWc083NHpRRmM)