East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: June 4th - June 8th

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 - Tuesday  **6.SP.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in  the answers.  **6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its  center, spread, and overall shape.  **6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a  measure of variation describes how its values vary with a single number.  **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 (interquartile 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 pattern  with reference to the context in which the data were gathered.  **d**. 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.  Wednesday - Friday  **6.NS.1:**  Interpret and compute quotient of fractions and solve word problems involving division of fractions.  **6. NS.3:**  Fluently add, subtract, multiply and divide multi digit decimals using algorithms for each operation.  **6. NS.4 :** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.  **6.NS.6 :** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.  a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the  opposite of a number is the number itself, e.g., – (–3) = 3, and that 0 is its own opposite.  c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and  other rational numbers on a coordinate plane.  **6.NS.7:**  Understand ordering and absolute value of rational numbers.  a. Interpret statements of inequality as statements about the relative position of two numbers on a number line.  b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.  c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute as magnitude for a  positive or negative quantity in a real-world situation. Distinguish comparisons of absolute value from statements about order. |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Studentswill complete stations to review for the Unit 13 Assessment.  **Tuesday:** Students will complete Unit 13 Assessment on Mastery Connect.  **Wednesday:** Students will complete Math Topic Number System EOG Released Item activity.  **Thursday:** Students will complete Math Topic Number System EOG Released Item activity.  **Friday:** Students will rotate through stations as a review of Number Systems. |
| **Vocabulary:** (Monday - Tuesday): Analyzing Data, Box Plot, Center, Cluster, Collecting Data, Continuous Data, Data, Discrete Data, Distribution, Dot Plot, Five-Number Summary, Frequency Table, Gap, Histogram, Inter-Quartile Range, Interpreting Data, Interval, Line Plot, Lower Quartile, Maximum Value, Mean, Mean Absolute Deviation, Measures of Center, Measures of Variability, Median, Minimum Value, Mode, Outlier, Peak, Quartiles, Range, Skewed, Spread, Statistics, Summary Statistics, Symmetrical, Upper Quartile, Variability  (Wednesday - Friday): Review Vocabulary for Number Systems |

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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”  [Unit 13 Vocabulary](https://drive.google.com/open?id=1VAvcwr-32wTMaq1m0mBvfhQbOpP9PaQggZie3ogdKC4)  [Quarter 4 Week 7 Spiral Review](https://drive.google.com/open?id=1aWfakw0nKsiLfVQD0Y2F5vcL3CTXyx_M) | 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.)* | TW explain that today students will be reviewing for the Unit 13 Assessment.  TW begin the lesson by having students take out their Unit 13 Study Guide and reviewing as a whole class.  Teacher can select student leaders to come up and share out/model how they solved. | TW read the directions as a whole group for the Unit 13 Assessment.  TW review expectations for taking the math assessment.  (About 5 minutes) | EOG Review/Prep  (No Calculators Used Today)  Number Systems: Order of Operations, Exponents, Decimals, Fractions  EOG Released NS Questions: 1, 2, 3, 7, 8, 9, 10, 11, 12, 20, 21, 22, 37, 38, 39  TW review expectations during EOG Review/Prep  [Math 6 EOG Released](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | EOG Review/Prep  (Calculators Can Be Used)  TW Continue with Number Systems: Order of Operations, Exponents, Decimals, Fractions  EOG Released NS Questions: 1, 2, 3, 7, 8, 9, 10, 11, 12, 20, 21, 22, 37, 38, 39  TW review expectations during EOG Review/Prep  [Math 6 EOG Released](https://drive.google.com/open?id=0B68Rhu0F2PwtYVN3TlNJT1lXRUk) | EOG Review/Prep  (Calculators Can Be Used)  Number Systems: Order of Operations, Exponents, Decimals, Fractions  TW explain to students that they will rotate through math stations to review what they have learned over the past two days working with Number Systems.  TW review expectations and have a student share-out expectations. |
| 25 min | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) | TW explain to students that they will rotate through math stations to help review for the math test on Monday.  TW review expectations and have a student share-out expectations.  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:** Work with teacher. Teacher will have students work on any items they may need help on to better understand the material. (Test Review Sheet)  [Unit 13 Test Review](https://drive.google.com/open?id=0B68Rhu0F2PwtU3lvNGpyaXBMSE0)  [Unit 13 Test Review Answer Key](https://drive.google.com/open?id=0B68Rhu0F2PwtLVdVdmNER3VRS2M)  **Station 2:** Computer Station-Khan Academy or Cool Math for MAD Review  **Station 3**: Histogram/Box Plot Station “Graphing Station”    [I'm Lovin It Your Way](https://drive.google.com/open?id=0B68Rhu0F2PwtTnRPZGI0VGVwbXM)  **Station 4**: Mean, Median, Mode, and Range Station  [Mean. Median, Mode, and Range Color by Number](https://drive.google.com/open?id=0B68Rhu0F2PwtM0l1MGlLSmZtdTA) | SW discuss in their table groups expectations for taking assessments in the classroom. Unit 13  TW have various student leaders share out.  (About 5 - 7 minutes) | 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.  [Number System Teacher Review](https://drive.google.com/open?id=0B68Rhu0F2PwtbmVCZFp4UkpJTUk)  **Station 3:** Number System Task Cards. SW choose 6 out of the 10 problems on the task cards.  [Number System Task Cards](https://drive.google.com/open?id=0B68Rhu0F2PwtX1A5aTVScVNWRmc)  [Number System Task Card Record Sheet](https://drive.google.com/open?id=0B68Rhu0F2PwtSnNqSG13aGRWV2s) |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | SW continue to rotate through the math stations as a review of the unit’s lesson.  **Homework:**Study notes in math notebook for test tomorrow. (includes classwork done and study guide) | SW complete the math assessment using their notes on mastery connect..  **Homework:** None due to assessment | 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 first 10 problems on Number Systems Review Homework  [Number Systems Review Homework](https://drive.google.com/open?id=0B68Rhu0F2PwtNEh4U2tsOW9ZUEk) | SW complete an Exit Ticket on Number Systems.    Based off of the Exit Ticket, TW group students into homogenous groups for stations tomorrow.    [Number System Exit Ticket](https://drive.google.com/open?id=0B68Rhu0F2PwtTG1aMUtFUS1NMHM)      **Homework:** SW complete last 10 problems on Number Systems Review Homework    [Number Systems Review Homework](https://drive.google.com/open?id=0B68Rhu0F2PwtNEh4U2tsOW9ZUEk) | SW continue to rotate through the math stations as a review of the unit’s lesson.    **Homework:** SW complete the remaining questions on the Number Systems Teacher Review for homework    [Number System Teacher Review](https://drive.google.com/open?id=0B68Rhu0F2PwtbmVCZFp4UkpJTUk) |
| 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 will monitor discussions and address weaknesses noted during work with teacher station | Unit 13 Assessment | Teacher Observations | Number System Exit Ticket | Teacher Observations  Teacher Review |
| 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. |