East Wake Middle School Daily Lesson Plan

Teacher: Hall

Lesson Date: May 21st - May 25th

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.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. |
| **The Learning Targets**: (Written in student friendly language)  **Monday:** Students will review for the case 21.  **Tuesday:** Students will review for the case 21.  **Wednesday:** Students will complete the Math Case 21.  **Thursday:** Students will complete the Math Case 21.  **Friday:** Students will create and use line plots to display data. |
| **Vocabulary:** 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 |

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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 5 Spiral Review](https://drive.google.com/open?id=1sfRhAQ_l9vjWvkzVQGPE9fff2lqURjFk) | 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.)* | **Case 21 Review (First 23 Problems)**  TW begin today by explaining to students that they will be utilizing their time today reviewing for the Math Case 21.  TW have students take out their review sheets.  TW then select student leaders to come up and annotate the question and solve the problem making sure to think out loud during the process.  SW then be given the chance to agree or disagree with how the problem was solved.  SW also be able to add how they solved or ask any questions about how the problem was solved.  TW help to clear up any misconceptions.  [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY) | **Case 21 Review (Last 23 problems, numbers 24 - 46)**  TW begin today by explaining to students that they will be utilizing their time today reviewing the remainder of the study guide for the Math Case 21.  TW have students take out their review sheets.  TW then select student leaders to come up and annotate the question and solve the problem making sure to think out loud during the process.  SW then be given the chance to agree or disagree with how the problem was solved.  SW also be able to add how they solved or ask any questions about how the problem was solved.  TW help to clear up any misconceptions.  [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY) | **Case 21 Benchmark**  TW explain to students that today they will begin the Math Case 21 online.  TW review expectations and hand out blank paper for students to write on.  . | **MATH CASE 21**  TW explain to students that today will be the last day for students to finish the Math Case 21.  TW review expectations and hand out blank paper for students to write on.  TW explain that students who have finished early will be able to work on i-ready or Khan Academy until everyone has finished. | TW begin by having students take out their video notes from the night before.  TW model thinking aloud how to solve the problems using “In Class Practice”. (Teacher may choose student leaders to model this section)  [Unit 13 Video 8 Notes](https://drive.google.com/open?id=1p_2YBo4kXoj7dy3dbSe2N54HHSSU55-E)  SW then take out their unit 13 glossary and making sure all new vocabulary has been added.  Today we will look at line/dot plots which are simple plots on a number line where each dot represents a piece of data in the data set. Dot plots are suitable for small to moderate size data sets and are useful for highlighting the distribution of the data including clusters, gaps, and outliers.  TW use “Puppy Weight” at <https://www.illustrativemathematics.org/content-standards/6/SP/B/4/tasks/1026> to model and think aloud how to solve using a line plot.  [Puppy Weights](https://drive.google.com/open?id=0B68Rhu0F2PwtVm50ak53YW9jdjA)  [Puppy Weight Answer Key](https://drive.google.com/open?id=0B68Rhu0F2Pwtb0ZQRFluMVk1S0E) |
| 25 min | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) | SW continue to work through the review following the same steps as above.  [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY) | SW continue to work through the review following the same steps as above.  [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY) | TW select a student leader to share our rules and expectations.  SW continue working independently on the Math Case 21. | TW select a student leader to share our rules and expectations.  SW continue working independently on the Math Case 21.  TW explain that students who have finished early will be able to work on i-ready or Khan Academy until everyone has finished | TW give each table group a set of name cards.  [Name Cards](https://drive.google.com/open?id=0B68Rhu0F2PwtV1RRQ2JqWGphdFk)  SW need to work in table groups to create an appropriate graph to summarize the number of letters in each name.  SW need to answer the following questions:  -Explain what the dots or “x” marks on the line/dot plot represent.  -How do you find the median on a line/dot plot?  -How do you find the mean on a line/dot plot?  -Explain how a line/dot plot uses a number line to represent data. |
| 10 min | **Independent Practice**: *(individual practice, discussion,)* | SW continue to work through the review following the same steps outlined above.  [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY)  **Homework:** SW study their notes/guide for the Case 21 on Monday and Tuesday. | SW continue to work through the review following the same steps outlined above.    [Quarter 4 Case 21 Review](https://drive.google.com/open?id=1K8J9kZxhc9erL-cDVn2nd5AR3eY4vEcY)  **Homework:** SW study their notes/guide for the Case 21 on Monday and Tuesday. | SW continue to work independently on the Math Case 21  TW explain that students who have finished early will be able to work on i-ready or Khan Academy until everyone has finished.  **Homework:** SW continue to study their notes and study guide for the Case 21 | SW continue to work independently on the Math Case 21  TW explain that students who have finished early will be able to work on i-ready or Khan Academy until everyone has finished.  **Homework:** SW need to watch Unit 13, Video 8 and complete the homework portion of their notes.  [Unit 13 Video 8 Notes](https://drive.google.com/open?id=1p_2YBo4kXoj7dy3dbSe2N54HHSSU55-E)  [Unit 13 Video 8](http://bit.ly/2nN6FSG) | SW independently complete “Displaying Data Review” and turn into the teacher    [Displaying Data Review](https://drive.google.com/open?id=0B68Rhu0F2PwtZ05Hcm42eHpSZHc)  **Homework:** SW need to watch Unit 13, Video 9 and complete the homework portion of their notes.    [Unit 13 Video 9 Notes](https://drive.google.com/open?id=1A5FkyGbmRp_0lMnYMviCkVTNp_RtTJbj)    [Unit 13 Video 9](http://bit.ly/2ncGXlR) |
| 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* | Case 21 Review  Math Talk | Case 21 Review  Math Talk | Math Case 21 Benchmark | Math Case 21 Benchmark | Displaying Data 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. |