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| Yehia Bazzi6-7-8th gradeMathematicsDec 10-Dec 14 2018Cognitive DomainPortion of StandardAcademic Task | MONDAY  | TUESDAY Half day | WEDNESDAYField trip | THURSDAY  | FRIDAY  |
| **Content****OBJECTIVE****Formative Assessment****Exit ticket for all grades.****4 out of 5 problems correctly** | **6th grade:**6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.**Substandard: add, subtract, multiply, or divide two fractions: word problems****CO**: TSWBAT demonstrate knowledge of dividing fractions by using the reciprocal of the second fraction.**LO**: I can orally explain to AB partner how to divide fractions by multiplying the first fraction by the reciprocal of the second fraction.**7th grade:****CCSS: 7.NS.A.2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1)=1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.****CO:** TSWBAT demonstrate knowledge of the distributive property by using the rule for multiplying signed numbers.**LO:** I can orally explain to AB partner how to multiply sign numbers using the distributive rule.**8th grade:**CCSS: 8.F.A.3 Interpret the equation y$=mx+b $as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.**Substandard: Graph a line from an equation in slope-intercept form.****CO:** TSWBAT demonstrate knowledge of graphing a linear equation by using the slope intercept form y=mx+b.**LO**: I can orally explain to AB partner how to graph the linear equation using the slope and y-intercept.More applications on slope intercept form. | **6th Grade:**Basic skills**7th grade:**Basic skills**8th Grade****Basic skills** | **6th grade**7th Grade8th gradeBasic skills for the first two hours. | **6th grade:**Applications on adding, subtracting, multiplying, and dividing fractions 7th grade:Continued Monday’s lesson**8th grade:****CCSS: 8.F.B Use functions to model relationships between quantities.**CO: TSWBAT demonstrate knowledge ofmodeling relatioships between quantities by using functionsLO: I can orally explain to AB partner how to determine the relationships between two quantitieis using a graph. | **6th grade:****Wida****Review for NWEA****7th grade:****Wida****Review for NWEA****8th grade****Review for NWEA**  |
| **Language OBJECTIVE** **Language Function****Standard****Academic Language FORM**1st hour = 7:55-8:55 8th grade 2nd hour = 8:59-9:58 6th grade 3rd hour = 9:53-10:48 7th grade A Lunch=11:04-11:344th hour =11:38-12:42 7th grade5th hour=12:46-1:45 Prep6th hour = 1:49-2:49 6th grade 2nd hour = 8:57-9:55 SS3rd hour = 9:59-10:57 SS4th hour = 11:01-12:05 SS/alt**C Lunch=12:09-12:39****5th hour = 12:43-1:40 PREP**6th hour = 1:44-2:43 SS ELA  |  |  |  |  |  |
| **VOCABULARY:** |  |  |  |  |  |

CCSS abbreviations:

* RL= Reading Literature
* RI = Reading Informational
* W = Writing
* SL= Speaking and Listening
* L = Language

***\*Please note, lesson plans are subject to change at teacher’s discretion due to unforeseen events. It depends how well the lessons go.***

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