|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yehia Bazzi6-7-8th gradeMathematicsApril 22-April 26, 2019Cognitive DomainPortion of StandardAcademic Task | MONDAY  | TUESDAY  | WEDNESDAY | THURSDAY  | FRIDAY  |
| **Content****OBJECTIVE****Formative Assessment****Exit ticket for all grades.****4 out of 5 problems correctly** | **6th grade:****NWEA****8th grade: supplementa**l Adding and subtracting mixed numbersIt is with seventh graders**7th grade:****CCSS: 7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.****CO: TSWBAT demonstrate knowledge of adding and subtracting linear expression using like terms.****LO: I can orally explain to AB partner how to add and subtract linear expression by collecting like terms.****8th Grade:****CCSS: 8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a descriptionof a relationship or from two ( x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graphs or a table of values.****Substandards:****Write a linear equation from a graph.****CO: TSWBAT demonstrate knowledge of ( 8.FB.4) writing linear equation from graphs using the slope and y-intercept.****LO: I can orally explain how to determine the linear equation by identifying the slope and y-intercept using the slope intercept form.** | **6th grade:****NWEA**  **8th grade: supplemental** It is with seventh grade**7th grade:** **7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.**Substandard: factors of linear expressionsCO: TSWBAT demonstrate knowledge of ( 7.EE.A.1) factoring of linear expressions by using the GFC between the terms.LO: I can orally explain to AB partner how to factor linear expressions by multiplying each term by GCF.**8th Grade supplemental:**It is with seventh grade.**8th Grade:****CCSS: 8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a descriptionof a relationship or from two ( x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graphs or a table of values.****Substandard: write a linear function from a table .**CO: TSWBA to demonstrate knowledge of( 8. F.B.4) writing linear equations using atable with x-values.LO: I can orally explain to AB partner how to determine the linear equation using the slope between two points from the table and the y-intercept. | **6th grade****CCSS:** **6. SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.**Substandard:Interpret dot plotsCO: TSWBAT demonstrate knowledge of interpreting dot plots by using the information on the number line.LO: I can orally explain to AB partner how to identify the information using the dot plots.**8th grade: supplemental** Multiplying mixed numbers**7th grade:** **Continued Tuesday’s lesson****8th grade** NWEA | **6th grade****CCSS:** **6. SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.**CO: TSWBAT demonstrate knowledge of ( 6.SP.B.4 ) of histograms by using bar graphs.LO: I can orally explain to AB partner how to create histograms using bar graphs in first quadrant.**8th grade: supplemental**It is with seventh grade**7th grade:****7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.** Substandard:Identify equivalent linear expressionsCO: TSWBAT demonstrate knowledge of ( 7.EE.A.1) equivalent linear expressions showing the expanded form and the factor form are equivalent.LO: I can orally explain to AB partner how to determine equivalent linear expressions by identifying the left hand side is equivalent to the right hand side.**8th grade:** **NWEA** | **6th grade:**Assessment on dot plots**8th grade supplemental**It is with seventh grade**7th Grade:**  Assessment on equivalent linear expressions.**8th grade:**Assessment on writing linear equations from a table |
| **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.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |