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| Yehia Bazzi  6-7-8th grade  Mathematics  April 22-April 26, 2019  Cognitive Domain  Portion of Standard  Academic 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 numbers  It 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 expressions  CO: 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 plots  CO: 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 expressions  CO: 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=11:04-11:34  4th hour =11:38-12:42 7th grade  5th hour=12:46-1:45 Prep  6th hour = 1:49-2:49 6th grade  2nd hour = 8:57-9:55 SS  3rd hour = 9:59-10:57 SS  4th 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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