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| Yehia Bazzi6-7-8th gradeMathematicsApril 29-May 03, 2019Cognitive DomainPortion of StandardAcademic Task | MONDAY  | TUESDAY  | WEDNESDAY | THURSDAY Day off  | FRIDAY  |
| **Content****OBJECTIVE****Formative Assessment****Exit ticket for all grades.****4 out of 5 problems correctly** | **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: supplementa**l 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.** 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:****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:**6. G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.**Sub standard:** Compare area and perimeter of two figures.**CO:** TSWBAT demonstrate knowledge of ( 6.G.A.1) the area and perimeter of two figures by using the correct formulas. **LO:** I can orally explain to AB partner how to determine the area and perimeter of rectangles, triangles, and squares using the exact formulas of each figure. **7th Grade:**7 G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.**CO:** SWBAT demonstrate knowledge of ( 7. G. B. 4) the area and circumference of a circle by using the area of the circle.**LO:** I can orally explain to AB partner how to determine the area of a circle using A$=πr^{2}$**8th Grade:**CCSS: 8.G.A.5 **Sub-standard**: Identify complementary, supplementary, vertical, and adjacent angles.**CO:** TSWBAT demonstrate knowledge of the four types of angles by looking at each angle individually.**LO:** I can orally explain to AB partner how to determine the type of each angle using complementary, supplementary, vertical, and adjacent. | **6th grade:**CO-teach with Mikols**7th grade:**.NS.A.2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers ( with non-zero divisor ) is a rational number. If p and q are integers, then –(p/q)=(-p)/q=p/(-q)CO: TSWBAT demonstrate knowledge of ( 7.NS.A.2b.) writing integers in different ways by using the sign of a rational number p and q.LO: I can orally explain to AB partner how to write rational number in a different by switching the signs of the numerator and the denominator.8th Grade: supplementary It is with seventh graders8th Grade: BridgeCCSS: 8.G.B.7 Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions.CO: TSWBAT demonstrate knowledge of ( 8.GB.7 ) using the formula of the Pythagorean theorem $a^{2}+b^{2}=c^{2}$LO: I can orally explain to AB partner how to determine the missing length of a right triangle using the Pythagorean theorem. | **Handouts for all classes.****6th grade****8th grade: supplemental**It is with seventh grade**7th grade:****8th grade:**  | **6th grade:**Assessment Area and perimeter of two figures.**8th grade supplemental**Assessment on dividing and multiplying negative integers.**7th Grade:**  Assessment on dividing and multiplying negative integers.**8th grade:**Assessment on Pythagorean theorem |
| **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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