|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yehia Bazzi  6-7-8th grade  Mathematics  April 29-May 03, 2019  Cognitive Domain  Portion of Standard  Academic 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 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:**  **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  **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 graders  8th Grade: Bridge  CCSS: 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  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=11:04-11:34  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.***

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