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| **Week of:**  **April 13, 2015** | | **Teacher: Brooke Sargent** | **Grade Level: 6** | **Subject: Course 1 Math**  **ADVANCED** | |
|  | **Monday, 4/13** | **Tuesday, 4/14** | **Wednesday, 4/15** | **Thursday, 4/16** | **Friday, 4/17** |
| **Objective:**  Goals for the Day | Students will be able to:  -solve two-step inequalities.  -solve multi-step inequalities. | Students will be able to:  -Review Chapter 11A in preparation for Thursday’s test. | Students will be able to:  -make sense of problems and persevere in solving them. | Students will be able to:  -demonstrate understanding of concepts covered in Chapter 11A by taking a chapter test. | No School:  E-Learning Day |
| **Standards:** | CC.7.EE.4 |  |  |  |  |
| **Materials/**  **Advanced Preparation:** | -Holt Math books  -Worksheet 11-7A | -Holt Math books  -CH11 Review Worksheet | -Problem Solving Lab | -Chapter 11A TEST |  |
| **Effective Teaching Strategies:** | SD, PK, CL, RP, PCJ, GO | SD, PK, CL, RP, PCJ, GO | SD, PK, CL, RP, PCJ, GO | SD, PK, CL, RP, PCJ, GO |  |
| **Daily**  **Warm Up:**  **5-10 minutes** | Daily Transparency  11-7A | Brain Teaser | N/A | N/A |  |
| **Lesson:**  **30-45 minutes**  Instruction | -Lesson 11-7A: Solving Multi-Step Inequalities | -Grade HW  -Review Chapter 11A. | -Grade HW | Chapter 11A TEST |  |
| **Mental Math:**  **5-10 minutes**  Classroom activities & problems | Examples #1-3 | N/A | N/A | N/A |  |
| **Workshop**  **30-45 minutes**  Group work | -Worksheet 11-7A | -CH11 Review | -Problem Solving Lab | N/A |  |
| **Closure:**  Key concepts, how will you know they “got it”? | Ticket out:  -Tell how you would solve the inequality  8x + 5 < 20. | Ticket out:  -Are you ready for the test?  -Do you have any questions? | Ticket out:  How are you showing what you know? | Ticket out:  -How do you think you did on the chapter test? |  |
| **Independent Practice:**  Homework as needed | -Worksheet  (if not completed in class) | -Review Worksheet  (if not completed in class) | -Finish Lab  (if not completed in class) | None |  |