|  |  |  |  |
| --- | --- | --- | --- |
| **Week of:** **April 6, 2015** | **Teacher: Brooke Sargent** | **Grade Level: 6** | **Subject: Course 1 Math**  |
|  | **Monday, 4/6** | **Tuesday, 4/7** | **Wednesday, 4/8** | **Thursday, 4/9** | **Friday, 4/10** |
| **Objective:**Goals for the Day | Students will be able to:-define integers.-model integer addition.-add integers using absolute values.-evaluate expressions with integers. | Students will be able to:-model integer subtraction.-subtract integers by adding the opposite.-evaluate expressions with integers. | Students will be able to:-make sense of problems and persevere in solving them. | Students will be able to:-multiply integers using repeated addition.-multiply integers.-divide integers. | Students will be able to:-receive help with any difficulties in understanding on assignments.-get caught up with missing assignments.-show what you know on a quiz. |
| **Standards:**  | CC.7.NS.1 | CC.7.NS.1  |  | CC.7.NS.2 |  |
| **Materials/****Advanced Preparation:** | -Holt Math books-Worksheet 2-2A | -Holt Math books-Worksheet 2-3A | -CH2A Problem Solving Lab | -Holt Math books-Worksheet 2-4A | -Math binders-Quiz 2A |
| **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 | SD, PK, CL, RP, PCJ, GO |
| **Daily** **Warm Up:** **5-10 minutes** | Daily Transparency 2-2A | Daily Transparency 2-3A | N/A | Daily Transparency 2-4A | N/A |
| **Lesson:****30-45 minutes**Instruction | -Holt Math 2-2A: Adding Integers | -Grade HW-Holt Math 2-3A: Subtracting Integers | -Grade HW | -Holt Math 2-4A: Multiplying and Dividing Integers | Quiz 2A |
| **Mental Math:****5-10 minutes**Classroom activities & problems | -Examples #1-3 | -Examples #1-3 | N/A | -Examples #1-3 | N/A |
| **Workshop****30-45 minutes**Group work | -Worksheet 2-2A | -Worksheet 2-3A | -CH2A Problem Solving Lab | -Worksheet 2-4A | -Pull aside students with low scores for small group intervention |
| **Closure:**Key concepts, how will you know they “got it”? | Ticket out: Explain whether -7 + 2 is the same as 7 + (-2). | Ticket out: Suppose you subtract one integer from another. Will your answer be greater than or less than the number you started with? | Ticket out: How are you showing what you know? | Ticket out: List at least four multiplication examples that have 24 as their product. Use both positive and negative integers. | Ticket out:Are you caught up? Do you have any questions? |
| **Independent Practice:**Homework as needed | -Worksheet (if not completed in class) | -Worksheet (if not completed in class) | -Finish Lab (if not completed in class) | -Worksheet (if not completed in class) | None |