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| **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 |