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| **Week of:**  **March 30, 2015** | | **Teacher: Brooke Sargent** | **Grade Level: 6** | **Subject: Course 1 Math**  **ADVANCED** | |
|  | **Monday, 3/30** | **Tuesday, 3/31** | **Wednesday, 4/1** | **Thursday, 4/2** | **Friday, 4/3** |
| **Objective:**  Goals for the Day | Students will be able to:  -solve two-step equations using division.  -solve two-step equations using multiplication. | Students will be able to:  -combine like terms to solve equations.  -use the distributive property to solve equations. | Students will be able to:  -make sense of problems and persevere in solving them. | Students will be able to:  -use inverse operations to group terms with variables.  -solve equations with variables on both sides. | Students will be able to:  -receive help with any difficulties in understanding on assignments.  -get caught up with missing assignments. |
| **Standards:** | CC.7.EE.1 | CC.7.EE.4 |  | CC.7.EE.4 |  |
| **Materials/**  **Advanced Preparation:** | -Holt Math books  -Worksheet 11-1A | -Holt Math books  -Worksheet 11-2A | -Contest Problem Solving Lab | -Holt Math books  -Worksheet 11-3A | -Math binders |
| **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  11-1A | Daily Transparency  11-2A | N/A | Daily Transparency  11-3A | N/A |
| **Lesson:**  **30-45 minutes**  Instruction | -Holt Math 11-1A: Solving Two-Step Equations | -Grade HW  -Holt Math 11-2A: Solving Multi-Step Equations | -Grade HW | -Holt Math 11-3A: Solving Equations with Variables on Both Sides | N/A |
| **Mental Math:**  **5-10 minutes**  Classroom activities & problems | -Examples #1-3 | -Examples #1-3 | N/A | -Examples #1-2 | N/A |
| **Workshop**  **30-45 minutes**  Group work | -Worksheet 11-1A | -Worksheet 11-2A | -Contest Problem Solving Lab | -Worksheet 11-3A | -Pull aside students with low scores for small group intervention |
| **Closure:**  Key concepts, how will you know they “got it”? | Ticket out:  Explain how you would decide which inverse operation to use first when solving a two-step equation. | Ticket out:  List the steps required to solve  –n + 5n + 3 = 27. | Ticket out:  How are you showing what you know? | Ticket out:  Explain how you would solve  1/2x + 7 = 2/3x – 2 | 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 |