Weekly

Teacher(s): Keane, Adamson, Desdune, Morgan							
Instructional Area: Grade 7 Math							
Dates of Instruction: 8/12-8/16							
	Monday	Tuesday	Wednesday	Thursday	Friday		
Standard/s:	7.NR.1.1 Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. 7.NR.1.2 Show and explain $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Interpret sums of rational numbers by describing applicable situations. 7.NR.1.4 Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations. 7.NR.1.5 Apply properties of operations, including	7.NR.1.1 Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. 7.NR.1.2 Show and explain $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Interpret sums of rational numbers by describing applicable situations. 7.NR.1.4 Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations. 7.NR.1.5 Apply properties of operations, including	7.NR.1.1 Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. 7.NR.1.2 Show and explain $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Interpret sums of rational numbers by describing applicable situations. 7.NR.1.4 Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations. 7.NR.1.5 Apply properties of operations, including	7.NR.1.1 Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. 7.NR.1.2 Show and explain $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Interpret sums of rational numbers by describing applicable situations. 7.NR.1.4 Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations. 7.NR.1.5 Apply properties of	7.NR.1.1 Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. 7.NR.1.2 Show and explain $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Interpret sums of rational numbers by describing applicable situations. 7.NR.1.4 Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations. 7.NR.1.5 Apply properties of operations, including		

part-whole reasoning, as	part-whole reasoning, as	part-whole reasoning, as	operations, including	part-whole reasoning, as
strategies to add and	strategies to add and	strategies to add and	part-whole reasoning, as	strategies to add and
subtract rational numbers.	subtract rational numbers.	subtract rational numbers.	strategies to add and	subtract rational numbers.
7.NR.1.7	7.NR.1.7	7.NR.1.7	subtract rational numbers.	7.NR.1.7
Show and explain that	Show and explain that	Show and explain that	7.NR.1.7	Show and explain that
integers can be divided,	integers can be divided,	integers can be divided,	Show and explain that	integers can be divided,
assuming the divisor is not	assuming the divisor is not	assuming the divisor is not	integers can be divided,	assuming the divisor is not
zero, and every quotient of	zero, and every quotient of	zero, and every quotient of	assuming the divisor is not	zero, and every quotient of
integers is a rational	integers is a rational	integers is a rational	zero, and every quotient	integers is a rational
number.	number.	number.	of integers is a rational	number.
7.NR.1.8	7.NR.1.8	7.NR.1.8	number.	7.NR.1.8
Represent the	Represent the	Represent the	7.NR.1.8	Represent the
multiplication and division	multiplication and division	multiplication and division	Represent the	multiplication and division
of integers using a variety	of integers using a variety	of integers using a variety	multiplication and	of integers using a variety
of strategies and interpret	of strategies and interpret	of strategies and interpret	division of integers using	of strategies and interpret
products and quotients of	products and quotients of	products and quotients of	a variety of strategies and	products and quotients of
rational numbers by	rational numbers by	rational numbers by	interpret products and	rational numbers by
describing them based on	describing them based on	describing them based on	quotients of rational	describing them based on
the relevant situation.	the relevant situation.	the relevant situation.	numbers by describing	the relevant situation.
7.NR.1.9	7.NR.1.9	7.NR.1.9	them based on the relevant	7.NR.1.9
Apply properties of	Apply properties of	Apply properties of	situation.	Apply properties of
operations as strategies to	operations as strategies to	operations as strategies to	7.NR.1.9	operations as strategies to
solve multiplication and	solve multiplication and	solve multiplication and	Apply properties of	solve multiplication and
division problems	division problems	division problems	operations as strategies to	division problems involving
involving rational numbers	involving rational numbers	involving rational numbers	solve multiplication and	rational numbers
represented in an	represented in an	represented in an	division problems	represented in an applicable
applicable scenario.	applicable scenario.	applicable scenario.	involving rational	scenario.
7.NR.1.10	7.NR.1.10	7.NR.1.10	numbers represented in an	7.NR.1.10
Convert rational numbers	Convert rational numbers	Convert rational numbers	applicable scenario.	Convert rational numbers
between forms to include	between forms to include	between forms to include	7.NR.1.10	between forms to include
applicable scenario.	applicable scenario.	applicable scenario.	involving rational	scenario.
7.NR.1.10	7.NR.1.10	7.NR.1.10	numbers represented in an	7.NR.1.10
Convert rational numbers	Convert rational numbers	Convert rational numbers	applicable scenario.	Convert rational numbers
form of a rational number	form of a rational number	form of a rational number	part divided by the whole.	of a rational number
terminates in 0s or	terminates in 0s or	terminates in 0s or	Know that the decimal	terminates in 0s or
eventually repeats.	eventually repeats.	eventually repeats.	form of a rational number	eventually repeats.
7.NR.1.11	7.NR.1.11	7.NR.1.11	terminates in 0s or	7.NR.1.11
Solve multi-step,	Solve multi-step,	Solve multi-step,	eventually repeats.	Solve multi-step, contextual
contextual problems	contextual problems	contextual problems	7.NR.1.11	problems involving rational
involving rational numbers,	involving rational	involving rational	Solve multi-step,	numbers, converting
converting between forms	numbers, converting	numbers, converting	contextual problems	between forms as
as appropriate, and	between forms as	between forms as	involving rational	appropriate, and assessing

					3
	assessing the reasonableness of answers using mental computation and estimation strategies.	appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.	appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.	numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.	the reasonableness of answers using mental computation and estimation strategies.
Resources/Materials	Whole Group:	Whole Group:	Whole Group:	Whole Group:	Whole Group:
Eureka Math Module 2 GADOE Resources Digital Presentations	Eureka Lesson 1	Eureka Lesson 2	Eureka Lesson 3	Eureka Lesson 4	Eureka Lesson 1-4
**Classes will be differentiated based on needs.	Small Group: The teacher will monitor students and provide assistance to individuals/groups as needed.	Small Group: The teacher will monitor students and provide assistance to individuals/groups as needed.	Small Group: The teacher will monitor students and provide assistance to individuals/groups as needed.	Small Group: The teacher will monitor students and provide assistance to individuals/groups as needed.	Small Group: The teacher will monitor students and provide assistance to individuals/groups as needed.
Opening (20 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)
	EOG Prep	EOG Prep	EOG Prep	EOG Prep	EOG Prep
	Review (10 minutes)	Review (10 minutes)	Review (10 minutes)	Review (10 minutes)	Review (10 minutes)
Direct Instruction (I Do) (15 minutes) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Learning Target(s): -I am learning how to represent positive and negative numbers on a number line. -I am learning that opposite integers sum to zero.	Learning Target(s): -I am learning how to write addition expressions involving integers. -I am learning how to add integers by using a model.	Learning Target(s): -I am learning how to describe a number and its opposite as additive inverses because they sum to zero. -I am learning how to evaluate addition expressions with two or more addends.	Learning Target(s): -I am learning how to add rational numbers by decomposing them.	Learning Target(s): Review of Lessons 1,2,3,5

З

					۷
	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:
	-I can describe situations in which opposite quantities combine to make 0. -I can show that a number and its opposite have a sum of 0. (additive inverse)	-I can model addition of two rational numbers on a number line by using directed line segments.	 -I can model addition of two rational numbers on a number line by using directed line segments. -I can show that a number and its opposite have a sum of 0. (additive inverse) - I can interpret sums and differences of rational numbers by describing real-world contexts. 	-I can model addition of two rational numbers on a number line by using directed line segments. -I can evaluate sums and differences of rational numbers.	Review of lessons 1,2,3,5
	Skill/Lesson Focus Eureka M2 L1 Operations with Rational Numbers "Combining Opposite"	Skill/Lesson Focus Eureka M2 L2 "Adding Integers"	Skill/Lesson Focus Eureka M2 L3 "Adding integers efficiently"	Skill/Lesson Focus Eureka M2 L5 "Decomposing Rational numbers to make addition more efficient"	Skill/Lesson Focus Eureka M2 L1,2,3,5
Guided Practice (We Do) (10 minutes)	Collaboration/Discourse Strategy	Collaboration/Discourse Strategy	Collaboration/Discourse Strategy	Collaboration/Discourse Strategy	Collaboration/Discourse Strategy
Students learning by doing/demonstrating learning expectations with teacher support Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10	*Selected P.P questions from corresponding lesson for direct instruction/fluency	*Selected P.P questions from corresponding lesson for direct instruction/fluency	*Selected P.P questions from corresponding lesson for direct instruction/fluency	*Selected P.P questions from corresponding lesson for direct instruction/fluency	*Selected P.P questions from corresponding lesson for direct instruction/fluency

Independent Practice (You Do) (40 minutes) Students learn by practicing learning expectations independently. Describe student assignment/practice opportunity. TKES 1, 2, 3, 4, 5, 7. 8,10	Independent Practice Exit Ticket from corresponding lesson	Independent Practice Exit Ticket from corresponding lesson	Independent Practice Exit Ticket from corresponding lesson	Independent Practice Exit Ticket from corresponding lesson	Independent Practice Exit Ticket from corresponding lesson
	Differentiated Instruction (Data Driven) Small Groups or Individual Conferences Strategy: Reteach Remediate Accelerate	Differentiated Instruction (Data Driven) Small Groups or Individual Conferences Strategy: Reteach Remediate Accelerate	Differentiated Instruction (Data Driven) Small Groups or Individual Conferences Strategy: Reteach Remediate Accelerate	Differentiated Instruction (Data Driven) Small Groups or Individual Conferences Strategy:	Differentiated Instruction (Data Driven) Small Groups or Individual Conferences Strategy: Reteach Remediate Accelerate
Closing (We Check) (5 minutes) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8	Summarizer *Exit Ticket *Debrief: Revisit Learning Target and Success Criteria	Summarizer *Exit Ticket *Debrief: Revisit Learning Target and Success Criteria	Summarizer *Exit Ticket *Debrief: Revisit Learning Target and Success Criteria	Summarizer *Exit Ticket *Debrief: Revisit Learning Target and Success Criteria	Summarizer *Exit Ticket *Debrief: Revisit Learning Target and Success Criteria