

Glynn County Schools Lesson Plan

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:	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.NR.1.5 Apply properties of operations, including</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.NR.1.5 Apply properties of operations, including</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.NR.1.5 Apply properties of operations, including</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.NR.1.5 Apply properties of</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.NR.1.5 Apply properties of operations, including</p>

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

	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 Eureka Math Module 2 GADOE Resources Digital Presentations and Workbooks **Classes will be differentiated based on needs.	Whole Group: Eureka Lesson 1	Whole Group: Eureka Lesson 2	Whole Group: Eureka Lesson 3	Whole Group: Eureka Lesson 4	Whole Group: Eureka Lesson 1-4
	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

	<p>Success Criteria:</p> <p>-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)</p>	<p>Success Criteria:</p> <p>-I can model addition of two rational numbers on a number line by using directed line segments.</p>	<p>Success Criteria:</p> <p>-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.</p>	<p>Success Criteria:</p> <p>-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.</p>	<p>Success Criteria:</p> <p>Review of lessons 1,2,3,5</p>
	<p>Skill/Lesson Focus</p> <p>Eureka M2 L1 Operations with Rational Numbers “Combining Opposite”</p>	<p>Skill/Lesson Focus</p> <p>Eureka M2 L2 “Adding Integers”</p>	<p>Skill/Lesson Focus</p> <p>Eureka M2 L3 “Adding integers efficiently”</p>	<p>Skill/Lesson Focus</p> <p>Eureka M2 L5 “Decomposing Rational numbers to make addition more efficient”</p>	<p>Skill/Lesson Focus</p> <p>Eureka M2 L1,2,3,5</p>
<p>Guided Practice (We Do) (10 minutes)</p> <p>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</p>	<p>Collaboration/Discourse Strategy</p> <p>*Selected P.P questions from corresponding lesson for direct instruction/fluency</p>	<p>Collaboration/Discourse Strategy</p> <p>*Selected P.P questions from corresponding lesson for direct instruction/fluency</p>	<p>Collaboration/Discourse Strategy</p> <p>*Selected P.P questions from corresponding lesson for direct instruction/fluency</p>	<p>Collaboration/Discourse Strategy</p> <p>*Selected P.P questions from corresponding lesson for direct instruction/fluency</p>	<p>Collaboration/Discourse Strategy</p> <p>*Selected P.P questions from corresponding lesson for direct instruction/fluency</p>

<p>Independent Practice (You Do) (40 minutes)</p> <p>Students learn by practicing learning expectations independently. Describe student assignment/practice opportunity.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Independent Practice</p> <p>Exit Ticket from corresponding lesson</p>	<p>Independent Practice</p> <p>Exit Ticket from corresponding lesson</p>	<p>Independent Practice</p> <p>Exit Ticket from corresponding lesson</p>	<p>Independent Practice</p> <p>Exit Ticket from corresponding lesson</p>	<p>Independent Practice</p> <p>Exit Ticket from corresponding lesson</p>
<p>Closing (We Check) (5 minutes)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Summarizer</p> <p>*Exit Ticket</p> <p>*Debrief: Revisit Learning Target and Success Criteria</p>	<p>Summarizer</p> <p>*Exit Ticket</p> <p>*Debrief: Revisit Learning Target and Success Criteria</p>	<p>Summarizer</p> <p>*Exit Ticket</p> <p>*Debrief: Revisit Learning Target and Success Criteria</p>	<p>Summarizer</p> <p>*Exit Ticket</p> <p>*Debrief: Revisit Learning Target and Success Criteria</p>	<p>Summarizer</p> <p>*Exit Ticket</p> <p>*Debrief: Revisit Learning Target and Success Criteria</p>
<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	