Glynn County Schools Lesson Plan
Weekly

Teacher(s): Keane, Adamson, Desdune, Morgan

Instructional Area: Grade 7 Math

Dates of Instruction: 8/26-8/30

	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 $\lvert q\rvert$ 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 $\lvert q\rvert$ 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 $\lvert q\rvert$ 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 $\lvert q\rvert$ 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 $\lvert q\rvert$ 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 strategies to add and subtract rational numbers. **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. **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. **7.NR.1.9** Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario. **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. **7.NR.1.11** Solve multi-step, contextual problems involving rational numbers, converting between forms as appropriate, and	part-whole reasoning, as strategies to add and subtract rational numbers. **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. **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. **7.NR.1.9** Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario. **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. **7.NR.1.11** Solve multi-step, contextual problems involving rational numbers, converting between forms as	part-whole reasoning, as strategies to add and subtract rational numbers. **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. **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. **7.NR.1.9** Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario. **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. **7.NR.1.11** Solve multi-step, contextual problems involving rational numbers, converting between forms as	operations, including part-whole reasoning, as strategies to add and subtract rational numbers. **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. **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. **7.NR.1.9** Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario. **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. **7.NR.1.11** Solve multi-step, contextual problems involving rational	part-whole reasoning, as strategies to add and subtract rational numbers. **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. **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. **7.NR.1.9** Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario. **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. **7.NR.1.11** Solve multi-step, contextual problems involving rational numbers, converting between forms as appropriate, and assessing

	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 11 Review**	**Whole Group:** **Review Lessons 7-11 Quiz Review TB**	**Whole Group:** **Eureka Topic C Topic B Quiz**	**Whole Group:** **Eureka Lesson 13 Understanding Multiples of Negative Numbers**	**Whole Group:** **Eureka Lesson 14 Understanding the Product of two Negative Numbers**
	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)** **EOG Prep**	**Wildcat 10** **(10 minutes)** **EOG Prep**	**Wildcat 10** **(10 minutes)** **EOG Prep**	**Wildcat 10** **(10 minutes)** **EOG Prep**	**Wildcat 10** **(10 minutes)** **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.	**Learning Target(s):** -I am learning how to express the subtraction of a number as addition of its opposite. -I am learning how to subtract integers by using equivalent addition expressions.	**Learning Target(s):** .-I am learning how to express the subtraction of a number as addition of its opposite. -I am learning how to subtract integers by using equivalent addition expressions.	**Learning Target(s):** -I am learning how to interpret multiplication as repeated addition by using the distributive property. -I am learning how to informally verify that multiplying two numbers with opposite signs results in a negative	**Learning Target(s):** -I am learning how to interpret multiplication as repeated addition by using the distributive property. -I am learning how to informally verify that multiplying two numbers with opposite signs results in a negative	**Learning Target(s):** -I am learning how to informally verify that multiplying two numbers with the same sign results in a positive product. -I am learning how to predict the sign of a product with multiple factors.

TKES 1, 2, 3,4,5, 8,10			product.		
	Success Criteria: -I am learning how to evaluate sums and differences of rational numbers. -I can apply the equivalence between subtracting a rational number and adding that number's additive inverse. (p-q)=p+(-q)	**Success Criteria:** -I am learning how to evaluate sums and differences of rational numbers. -I can apply the equivalence between subtracting a rational number and adding that number's additive inverse. (p-q)=p+(-q)	**Success Criteria:** -I can recognize that the signs of products are the result of the signs of their factors. -I can evaluate products and quotients of rational numbers.	**Success Criteria:** -I can recognize that the signs of products are the result of the signs of their factors. -I can evaluate products and quotients of rational numbers.	**Success Criteria:** . -I can recognize that the signs of products are the result of the signs of their factors. **-I can evaluate products and quotients of rational numbers.** **- I can interpret products and quotients by describing real-world contexts.**
	Skill/Lesson Focus Eureka M2 L11 Review	**Skill/Lesson Focus** Eureka M2 Topic C Intro Quiz Review Topic B	**Skill/Lesson Focus** Quiz Topic B Eureka M2 L13	**Skill/Lesson Focus** Eureka M2 L13	**Skill/Lesson Focus** Eureka M2 L14
Guided Practice **(We Do)** **(10 minutes)** Students learning by doing/demonstrating learning expectations with teacher support..	**Collaboration/Discourse Strategy** *Selected P.P questions from corresponding lesson for direct instruction/fluency	**Collaboration/Discourse Strategy** *Selected P.P questions from corresponding lesson for direct instruction/fluency	**Collaboration/Discourse Strategy** *Selected P.P questions from corresponding lesson	**Collaboration/Discourse Strategy** *Selected P.P questions from corresponding	**Collaboration/Discourse Strategy** *Selected P.P questions from corresponding lesson for direct instruction/fluency

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**			for direct instruction/fluency	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:** ● Reteach ● Remediate ● Accelerate	**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