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| **Date: September 15-19, 2014**  | **Teacher: Sue Finley** | **Grade: 7th**  | Subject/ Unit: Math/Operations with Rational Numbers |
| **GPS**: MCC7.NS. 1a, b, c, d, 2a, b, c, d,3 |
| **Essential Question(s): How are fractions and decimals related? How do you add and subtract decimals?** |
| **Vocabulary: terminating decimal, repeating decimal,**  |
| **Activating Learning Strategies:**  | **Cognitive Teaching Strategies (the actual lesson):** |
| [ ] Anchor Chart | [ ] Structured Notes | [ ] 5-3-1 | [x] Lecture | [x] Graphic Organizer | [ ] Poems, Rhymes, Lyrics |
| [x] KWL | [ ] Possible Sentence | [x] Think-Pair-Share | [x] Reading | [ ] Pictograph | [ ] Acronyms/Word Links |
| [ ] Survey | [ ] Concept Map | [x] Vocab. Overview | [x] Model | [x] Diagram | [x] Hands-on |
| [ ] First Word | [ ] Frayer Model | [ ] Brainstorm | [ ] Mind Map | [ ] Visual Chain |  |
| [ ] Word Map | [ ] Anticipation Guide | [ ] Brainstorm & Category | [x] Other calculator (technology) |  |  |
| [ ] Word Splash | [ ] Draw and Picture | [ ] Circle Map |  |  |  |
| [ ] KWL Plus | [ ] Directed Rdg/Thinking Act | [ ] Other  |  |  |  |
| **Procedural Content –** **Application / Activity** | **Monday, September 8** | **Tuesday, September 9** | **Wednesday, September 10** | **Thursday, September 11** | **Friday, September 12** |
|  | \* Warm-up: Multiply fractions\* Lesson 2-1—Equivalent fractions & decimals\* HW: pg. 40, #14-25 | \* Warm-up: Multiply fractions\* Lesson 2-1—Equivalent fractions & decimals\* HW: pg. 40, #26-34 | \* Warm-up: Multiply fractions\* Lesson 2-2—Adding & subtracting decimals\* HW: pg. 44, #18-27 | \* Warm-up: Multiply fractions\* Lesson 2-2—Adding & subtracting decimals\* HW: pg. 44, #34-40 | \* NOTEBOOK QUIZ:Multiply fractions\* RTI |
| **Reteaching, Enrichment, Acceleration:****Brain Pop for early finishers** **Holt online interactive quizzes****Study Island****Tasks** | **Assessment:**[ ] Rubric -Task[x] Other quiz[x] Formal -TEST or TASK | [x] Questioning[x] Informal | **Differentiation:****\*Assignments, quizzes, tests, and tasks are differentiated by level of difficulty based on information/ teacher observation( A- Low, B- medium -C- high)****\*Small group instruction****\*Hands on manipulatives** |
| **Summarizing:** | [x] Ticket Out the Door | [ ] Study Cards | [ ] 3-2-1 | [ ] + - Interesting | [ ] Pass out of class |
|  | [ ] The Important Thing | [ ] Exit Cards | [ ] Learning Log | [x] Teacher Questions | [ ] Other       |
| **Extending and Refining:** |
| [ ] Cause and Effect | [ ] Compare and Contrast | [x] Analyzing | [x] Inductive Reasoning |
| [ ] Classifying | [ ] Writing Prompt | [x] Error Analysis | [x] Deductive Reasoning |
| [ ] Abstracting | [ ] Constructing Support | [x] Other- Solving |