

# Lesson Plans for Week of: 08:31:15

Teacher:	Bradford	Class: 7 <sup>th</sup> Grade	BA Math
*Lesson plans are subject to change.			

<b>Enduring Understanding:</b>	Mathematicians understand how mathematical ideas interconnect and build on one another to produce a coherent whole.		
<b>Essential Question:</b>	Am I familiar with the calculator to be used this year at HMS?		
Monday:	<b>Content Objective(s):</b>	Familiarize students with the calculator used at HMS.	
	<b>Language Objective(s):</b>	Use prior knowledge and experiences to understand meanings in English. [.1A]	
	<b>Content/Language Activities:</b>	Warm-up – RUBIES practice quiz Review calculator steps Review class expectations Label Math Notebooks	
	<b>Assignment:</b>	Homework: None	

<b>Enduring Understanding:</b>	Mathematicians understand how mathematical ideas interconnect and build on one another to produce a coherent whole.		
<b>Essential Question:</b>	What prior knowledge do I have?		
Tuesday:	<b>Content Objective(s):</b>	To access the students' prior knowledge. 7.1D,E,G	
	<b>Language Objective(s):</b>	Use prior knowledge and experiences to understand meanings in English. [.1A]	
	<b>Content/Language Activities:</b>	<ul style="list-style-type: none"> <li>• Class testing</li> <li>• Begin Frayer models on vocabulary for The Real Number System</li> </ul>	
	<b>Assignment:</b>	Homework: None	

<b>Enduring Understanding:</b>	<ul style="list-style-type: none"> <li>• Mathematicians adapt to new situations by applying prior knowledge and recognize the limits of that knowledge as they uncover the need for strategies, rules, and proofs that they have yet to learn/discover.</li> <li>• Mathematicians understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> </ul>		
<b>Essential Question:</b>	What prior knowledge do I have?		

Wednesday:	<b>Content Objective(s):</b>	To access the students' prior knowledge.
	<b>Language Objective(s):</b>	To access the students' prior knowledge. 7.1D,E,G
	<b>Content/Language Activities:</b>	<ul style="list-style-type: none"> <li>• Continue Class testing</li> <li>• Continue Frayer models on vocabulary for The Real Number System</li> </ul>
	<b>Assignment:</b>	Homework: none

<b>Enduring Understanding:</b>	<ul style="list-style-type: none"> <li>• Mathematicians adapt to new situations by applying prior knowledge and recognize the limits of that knowledge as they uncover the need for strategies, rules, and proofs that they have yet to learn/discover.</li> <li>• Mathematicians understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> </ul>	
<b>Essential Question:</b>	How do I classify real numbers?	
Thursday:	<b>Content Objective(s):</b>	7.2A The student is expected to extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers. 7.1B, D, E,F, G
	<b>Language Objective(s):</b>	2C Learn new language structures, expressions, and basic academic vocabulary heard during class instruction and interaction 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
	<b>Content/Language Activities:</b>	Warm-up –Make RUBIES flashcards Students will be given a set of the frayer models of the vocabulary for The Real Number System-working in groups of 2-3, students will determine the classification for numbers that are given This activity will be used as a stepping stone to the discussion of how the sets of numbers fit together
	<b>Assignment:</b>	Homework: None

<b>Enduring Understanding:</b>	<ul style="list-style-type: none"> <li>• Mathematicians adapt to new situations by applying prior knowledge and recognize the limits of that knowledge as they uncover the need for strategies, rules, and proofs that they have yet to learn/discover.</li> <li>• Mathematicians understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> </ul>	
<b>Essential Question:</b>	Do I know and understand the sets and subsets of The Real Number System?	

Friday:	<b>Content Objective(s):</b>	7.2A The student is expected to extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers. 7.1B, D, E,F, G
	<b>Language Objective(s):</b>	2C Learn new language structures, expressions, and basic academic vocabulary heard during class instruction and interaction 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
	<b>Content/Language Activities:</b>	Warm-up – Study RUBIES flash cards RUBIES Quiz Study The Real Number System Vocabulary
	<b>Assignment:</b>	Homework: None