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| **Grade Level**  Lesson plans are subject to change  9th | | **Teacher/Room**: LPAYNE/BTIPPENS Week of: JAN 25-29 | | | |
| **Unit Vocabulary: MODULE 1- See attached list** | | | | | |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE Standard(s)**:  MFANSQ1.a  MFANSQ4.b,d  Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE Standard(s)**:  MFANSQ1.a  MFANSQ4.b,d  Multiplying and dividing in context problems through estimation, creating equal groups and building models. | | **GSE Standard(s)**:  MFANSQ1.a  MFANSQ4.b,d  Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE Standard(s)**:  MFANSQ1.a  MFANSQ4.b,d  Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE Standard(s)**:  MFANSQ1.a  MFANSQ4.b,d  Multiplying and dividing in context problems through estimation, creating equal groups and building models. |
| **EQ Question:**   1. How can we use fractions to help us solve problems? 2. How can we model answers to fraction problem? 3. How can we write equations to represent our answers when solving word problems? | **EQ Question:**   1. How can you model the multiplication of a whole number and a fraction? 2. What fractional understanding do you need to multiply a fraction by a whole number? 3. How do you solve a multi-step problem? | | **EQ Question:**   1. Why does the process of invert and multiply work when dividing fractions? 2. When you divide one number by another number, do you always get a quotient smaller than your original number? | **EQ Question:**   1. When I divide by a fraction what do the dividend, quotient and divisor represent? 2. What kind of models can I use to show solutions to word problems involving fractions? | **EQ Question:**   1. How can you represent a decimal using base ten blocks? 2. How can you multiply decimals by powers of ten? |
| **Mini Lesson:**  Number Talks  **Activating Strategies:**  Task opener/activator pg. 98  Basic operations TEST  **Lesson:**  Birthday Cookout task  **Resource/Materials:**  Task, fraction bar, tiles, | **Mini Lesson:**  Number Talks  **Activating Strategies:**  Task opener/activator pg. 105  **Lesson:**  Chance of Surgery task  pg. 108  Multiplying whole numbers by fractions  **Resource/Materials:**  Task, tiles, graph paper, | | **Mini Lesson:**  Number Talks  **Activating Strategies:**  Task opener/activator pg. 111  **Lesson:**  Fractional Divisors task, pg. 109, 116  **Resource/Materials:**  Task, tiles, graph paper, | **Mini Lesson:**  Number Talks  **Activating Strategies:**  Task opener/activator pg. 121  **Lesson:**  Dividing Fractions with models pg. 119-136  **Resource/Materials:**  Task, tiles, graph paper, | **Mini Lesson:**  Number Talks  **Activating Strategies:** Task opener/activator pg.139  **Lesson:**  Representing Powers of Ten Using Base ten Blocks pg. 137  **Resource/Materials:**  Task, tiles, graph paper |
| **Differentiation:**  *Content/Process/Product: see attached*  *Grouping Strategy: Individual/partner* | **Differentiation:**  *Content/Process/Product: see attached*  *Grouping Strategy: Individual/partner* | | **Differentiation:**  *Content/Process/Product: Course content*  *Grouping Strategy: Individual/partner* | **Differentiation:**  *Content/Process/Product: Course content*  *Grouping Strategy: Individual/partner* | **Differentiation:**  *Content/Process/Product: course content*  *Grouping Strategy: Individual/partner* |
| **Assessment :**  **Basic operation test** | **Assessment:**  **Ticket out the door** | | **Assessment:**  **Ticket out the door** | **Assessment:**  **Ticket out the door** | **Assessment:**  **Ticket out the door**  **Weekly test** |
| **Homework:**  Finish task | **Homework:**  Finish task | | **Homework:**  Finish task | **Homework:**  Finish task | **Homework:**  Finish task |

Resources and Reflective Notes:

**DIFFERENTIATION Monday:**

**Extension**

 Determine the amount of patients who will not need a liver transplant and who will need a liver transplant if Dr. Clifton’s caseload quadrupled. How many hours would he be in surgery?

 Create a function table that shows the effect of the caseload on the amount of hours in surgery. Include at least 5 data points within the table.

**Intervention**

 Allow students to use manipulatives such as counters, beans, bears, etc. to represent the 15 patients.

**DIFFERENTIATION Tuesday:**

**Extension**

 Determine the amount of patients who will not need a liver transplant and who will need a liver transplant if Dr. Clifton’s caseload quadrupled. How many hours would he be in surgery?

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**Intervention**

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MODULE 1- VOCABULARY

Array

 Fact Family

 Inverse Operation

 Factors

 Product

 Quotient

 Divisor

 Dividend

 Compatible Numbers

 Fraction

 Numerator

 Denominator

 Area Model

 Power of Ten

 Place Value

 Benchmark Fraction

 Integer

 Zero

 Opposite of a Number

 Rational Number

 Irrational Number

 Approximation

 Decimal Expansion

 Sum

 Difference

 Place Value

 Line Diagram