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| **Grade Level** 9TH  **LESSON PLANS ARE SUBJECT TO CHANGE DAILY!** | **Teacher/Room**: L.PAYNE / B.TIPPENS Week of: FEB 1-FEB 5FOUNDATIONS OF ALGEBRA  |
| **Unit Vocabulary:** SEE ATTACHED |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:MFANSQ1.a MFANSQ4.b,d Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE/GPS Standard(s)**:MFANSQ1.a MFANSQ4.b,d Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE/GPS Standard(s)**: MFANSQ1.a MFANSQ4.b,dMFANSQ2.Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE/GPS Standard(s)**: MFANSQ3.a MFANSQ4.b,d Multiplying and dividing in context problems through estimation, creating equal groups and building models. | **GSE/GPS Standard(s)**: MFANSQ2.a MFANSQ4.b,d Students will conceptualize positive and negative numbers. Multiplying and dividing in context problems through estimation, creating equal groups and building models. |
| **EQ Question:**How can you represent a decimal using base ten blocks? 2.) How can you multiply decimals by powers of ten? 3.) How does multiplying or dividing by a power of ten affect the product?  | **EQ Question:**How can you compare decimals?  | **EQ Question:**How can you compare decimals and fractions?How can you represent integers on the number line?  How can you find the opposite of a number?  How can you find the total distance between two locations on the number line?  | **EQ Question:**How can you use real number in real world context? How do you use a number line to multiply rational numbers?  What patterns in multiplication can you relate to division?  How do multiplication and division of rational numbers relate to one another?  | **EQ Question:**Can I apply the things I learned in Module 1? |
| **Mini Lesson:** How to use base ten blocks**Activating Strategies:**Youtube video “power of 10”<https://www.youtube.com/watch?v=0fKBhvDjuy>0**Lesson:** Multiplying by power of 10 task<https://learnzillion.com/lesson_plans/5023>Patterns-R-Us task**Resource/Materials:**Task, calculator, tiles, paper, pencil | **Mini Lesson:** Number talk, adding decimals**Activating Strategies:****Lesson:** comparing Decimals**Resource/Materials:**Comparing decimals recording sheet  | **Mini Lesson:** **Number talks** **Activating Strategies:**[**https://www.youtube.com/watch?v=6EWq9EZmIKg**](https://www.youtube.com/watch?v=6EWq9EZmIKg)Lesson: Are these equivalents? WsIntegers on the number line taskAdding/subtracting positive and negative numbers**Resource/Materials:**Task, number line, red/yellow flags  | **Mini Lesson:** Number talks **Activating Strategies:**If everyone in class owes you$2, what is the total debt? Explain. **Lesson:**Rational/irrational numbersEstimating the square root of a number**Resource/Materials:** | **Mini Lesson:** Review Module 1**Activating Strategies:**Check reviewLesson: MODULE 1 TEST**Resource/Materials:**TEST, TILES, RULER, COUNTERS, GRID PAPER |
| **Differentiation:***Content/Process/Product:**Grouping Strategy: Individual/pairs**Assessment:* | **Differentiation:***Content/Process/Product:**Grouping Strategy: Individual/pairs* | **Differentiation:***Content/Process/Product:tiles* *Grouping Strategy: Individual/pairs* | **Differentiation:***Content/Process/Product:**Grouping Strategy: Individual/pairs* | **Differentiation:***Content/Process/Product:* *Grouping Strategy: Individual/pairs/none* |
| **Assessment :***Pre-Test: Module 1 pre**Post-Test:**Formative: task* *Summative: test* *Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative:**Summative:**Performance Based****:*** | **Assessment:***Pre-Test:**Post-Test:**Formative:**Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative:**Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative:**Summative: TEST MODULE 1* *Performance Based:* |
| **Homework:** Patterns-R-Us task Parts 1-4 | **Homework:** Adding/subtracting decimals WS | **Homework:** **Equivalent WS****Numbers on a #line WS** | **Homework:**  Rational/irrational numbersEstimating square roots of a number | **Homework:**NONE |

Resources and Reflective Notes:

Monday: sample problems: ( make sure you can write powers of 10 as an exponent) ex. 100=102

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| 1. 5.3 x 10
 | 1. 6.23 x 1000
 | 1. 83.5 x 100
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| 1. 2.05 x 10,000
 | 1. 903.85 x 10
 | 1. .3856 x 100
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Monday: 

 

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

Thursday: Multiplying Rational numbers

**DIFFERENTIATION**

**Extension:**

 Have students develop generalized conjectures about multiplying integers and explain them. For example, +a X –b = -c because a groups of –b added to 0 is –c.

**Intervention:**

 For students who struggle with the empty number line. Encourage them to continue modeling the problems using the two colored counters.

 For extra help with multiplication with signed numbers, please open the hyperlink Intervention Table.