

Lesson Plans for Read's 3rd and 5th Period
Week of November 18 to November 22, 2013

Lesson Component	Monday 11/18 Adding and Subtracting fractions	Tuesday 11/19 Multiplying and Dividing Fractions	Wednesday 11/20 Adding and subtracting Decimals	Thursday 11/21 Multiplying and Dividing Decimals	Friday 11/22 Concepts review
Standard(s):	MP1: Attend to Precision 6.2b, 6.2c adding and subtracting fractions	MP1: Attend to Precision 1.4a rational numbers 6.2b, 6.2c multiplying and dividing fractions	MP1: Attend to Precision 1.4a rational numbers 6.2b, 6.2c adding and subtracting decimals	MP1: Attend to Precision 1.4a rational numbers 6.2b, 6.2c multiplying and dividing decimals	7.RP.1 Students will be able to find a ratio, rate, or unit rate 7.RP.2b Students will be able to find a unit rate from a table or graph 7.RP.3a Students will be able to decide if two quantities are in a proportional relationship by writing and solving the equation MP6: Attend to Precision 1.4a, 6.2b correctly solve proportion, use the relationship of proportions to solve problems 1.2a and 1.2b comparing and ordering rational numbers
Objective:	Adding and subtracting fractions	Multiplying and Dividing fractions	Review adding and subtracting decimals	Review multiplying and dividing decimals	Use of math concepts and skills through Math Review 2.6
Learning Target:	Learning Target: I will be successful in adding and subtracting fractions.	Learning Target: I will be successful in multiplying and dividing fractions.	Learning Target: I will remember how to add and subtract decimals	Learning Target: I will remember how to multiply and divide decimals	I will use my math knowledge to successfully answer problems involving adding, subtracting, multiplying, and dividing fractions and decimals. I will explore the mathematical path to my potential career.
Assessment:	Exit ticket: see above	Exit ticket: see above	Exit ticket: see above	Exit ticket: see above	Exit ticket: see above
Checks for Mastery: Frequent Formative How will you know they know? What will you do if they do or don't demonstrate	Differentiation: Per exit ticket meet with students during warm up and for direct instruction as indicated. Use formative assessment to ensure	Differentiation: Per exit ticket meet with students during warm up and for direct instruction as indicated. Use formative assessment to ensure	Differentiation: Per exit ticket meet with students during warm up and for direct instruction as indicated. Use formative assessment to ensure	Differentiation: Per exit ticket meet with students during warm up and for direct instruction as indicated. Use formative assessment to ensure	Differentiation: Per exit ticket meet with students during warm up and for direct instruction as indicated. Use formative assessment to ensure

7th Grade Gifted Lesson Plans

Arthur A. Carin, Robert B. Sund



7th Grade Gifted Lesson Plans:

Leadership for Learning ,2008-01-01 The impact of globalization is being felt in numerous spheres of educational policy and practice in rapid growth of information and communication technologies in economic transformation and international market competition all of which conspire to create new demands and place new pressures on school leadership Drawing on examples from 12 countries in different parts of the world The Editors have brought together 28 renowned scholars in Europe Australia North America and Asia Pacific countries to contribute to this book The first six chapters address key themes and provide the framework for the 12 country reports which follow With the aim of increasing international understanding and teasing out issues of transfer and application across cultural and linguistic boundaries we have chosen national reports which cover a range of countries representing a diversity of culture and contextual backgrounds We believe these chapters and the book as a whole can provide important theoretical policy and practical implications that will inform the debate about the future of education and of schooling While each of these country narratives underscore the importance of context at the same time there are insights and values held in common Resources in education ,1989-04

Teaching Information Literacy Using Electronic Resources for Grades 6-12 Mary Alice Anderson,1996 Provides media specialists with a variety of lessons plans and ideas for use in instructing students in grades six through twelve on the use of electronic technology covering topics that include the electronic card catalog online services and desktop publishing Ideas for Teaching English, Grades 7-8-9 National Council of Teachers of English. Committee on Teaching English in Grades 7, 8 and 9,1966

Exceptional Child Education Resources ,2002 *Curriculum Development Library* ,1980

Teaching Today's Mathematics in the Middle Grades Art Johnson,Kit Norris,2006 Teaching Today s Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles

and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long Beach The authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University Promising Practices and Programs for the Middle-level Grades Judy Peppard, 1991 Resources in Education , 1996 *The Planetarian* , 1986 **Minority Student Opportunities in United States Medical Schools** , 2002 Newsletter , 1984 **Kentucky Administrative Regulations Service** , 2001 **Current Index to Journals in Education** , 1996 **El-Hi Textbooks in Print** , 1984

Stories of Student Teaching Debra Eckerman Pitton, 1997 Stories of Student Teaching provides individuals involved with the student teaching experience the opportunity to read and reflect on case studies which realistically depict this learning situation Through discussion of the experiences described future student teachers can determine how they might react in situations similar to those presented and plan their educational experiences to prepare themselves to meet these kinds of challenges Current student teachers can compare their own experiences to those in the text and find opportunities to generate solutions to problems that they might be facing or validate the approach that they are currently using Cooperating teachers and college supervisors can gain insight and understanding into this complex apprenticeship experience by reading and reflecting on the words of individuals who have been a part of a student teaching experience

Research in Education , 1972 **Cumulative Subject Index to Psychological Abstracts** , 1969 **The Act of Teaching** Donald R. Cruickshank, Deborah Bainer Jenkins, Kim K. Metcalf, 2006 The backdrop of teaching The act of teaching The effective teacher **Teaching Science Through Discovery** Arthur A. Carin, Robert B. Sund, 1964

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