

Grade Level Planning

Weekly Lesson Plan—Gus Garcia Middle School

Teachers: Dancause, Stapley, Nunezm, Cardenas		Subject: Math – 6 th grade	Differentiation/Modifications:	Week of: Dec. 10-14, 2012
Objective(s):	Activities/Strategies/Procedures including times as well as how the activity will be delivered			Evidence of Learning Assessment/Evaluation
Monday:	<p>Obj: students will practice using manipulatives to express one handout of equations and situations.</p> <p>a.m. 1. Skill drill. (5) 2. grade/collect hwk. (10) .3 handout: Age Balance. Modeled pg1. Guided pg 2. Independent Pg 3. (40)</p> <p>p.m. 1. Warm up. (5) 2. handout: Express Line. (20) 3. handout: Real-world Expressions and Equations (25) (If Time permits: 4. Hdt: Processing tables..review w/class.) Hwk: Algebra equations hdt #1-3.</p>	<p>Visual aids</p> <p>Verbal and numeric representations, guided activity, peer assistance, 1 – 1 assistance, extended time if necessary</p>	<p>Do they understand how to use the manipulatives?</p> <p>Can they correctly use the manipulatives to express a situation and/or expression?</p>	
Tuesday:	<p>Tues. Dec. 11 Review Day. Obj: I will successfully complete 8 stations</p> <p>a.m. 1. Skill drill. (5) 2. Grade/Collect Hwk. (10) 3. Start stations review (45)</p> <p>p.m. 1. Warm up. (5) 2. Continue stations review (50) 3. Hwk: review notes from stations for exam</p>	<p>Visual aids</p> <p>Verbal and numeric representations, guided activity, peer assistance, 1 – 1 assistance, extended time if necessary</p>	<p>Can they answer, and explain their answer, to each station correctly?</p> <p>If in a group, can every student in the group explain the answer?</p>	
Wednesday:	<p>Wed. Dec. 12. Obj: I will complete my test.</p> <p>a.m. 1. Skill Drill. (5) 2. guided review (15) 3. start exam (40)</p> <p>p.m. 1. Warm up. (5) 2. finish exam (50)</p>	<p>Visual aids</p> <p>Verbal and numeric representations, guided review, extended time if necessary</p>	<p>Are they correctly answering the questions on the test?</p> <p>Did they pass they test?</p>	

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<p>Thursday:</p> <p>Start Unit 6</p>	<p>Thurs, Dec. 12 Obj: I will correctly identify angles, measure angles, and classify angles from a handout</p> <p>a.m. 1. Skill Drill (5). 2. Students will write and discuss teacher created notes into their journal based on the information found in the card set: What's My Angle? (20) 3. Teacher reviews/models how to use a protractor and explains any confusion. (10) 4. Using protractors, Students will measure and classify angles based on the handout: What's My Angle Measure? (20)</p> <p>p.m. 1. Warm up (5) 2. Guided activity: student pairs will classify each angle, estimate the measure of each angle measure, measure each angle using a protractor, and then check the measurement for reasonableness using the hdt: How Many Degrees? (20) 3. Guided activity: problems 1 and 2 of handout: Measuring with a Protractor. Students will complete the rest of the handout as Independent practice. (25)</p>	<p>Visual aids</p> <p>Verbal and numeric representations, guided activity, peer assistance, 1 – 1 assistance, extended time if necessary</p>	<p>Can the students measure and formalize the definitions of an acute, obtuse, right, and straight angle?</p>
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Friday:	<p>Obj: Students will correctly name angles with letters from the teacher resource: Naming Angles.</p> <p>a.m. 1. Skill Drill (5) 2. Students will discuss and write notes in their journal based on the teacher resource: Naming Angles. (35) 3. Students will use a brace map to discuss angle names and measurements (15)</p> <p>p.m. 1. Warm up (5) 2. Teacher will Demonstrate constructing an angle and Display teacher resource: Notes – Drawing an Angle with a Protractor. (15) 3. Place students in groups of 4. Distribute a protractor, a ruler, and a sheet of plain paper to each student. Instruct student pairs to draw an acute angle, an obtuse angle, and a right angle on their sheet of paper. (20) 4. Class discussion (10) 5. Hwk: Artistic Angles</p>	<p>Visual aids Verbal and numeric representations, guided activity, peer assistance, 1 – 1 assistance, extended time if necessary</p>	<p>Can the students measure and construct an angle when given the measurement?</p> <p>Do they know how to properly use a protractor.</p>

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Step 1: Reflection: Did your students master last week's objectives? If not what's the plan for re-teaching the objective? What instructional strategies were most effective/least effective?

How will you assess the effectiveness of the re-teach?

Step 2: Identify the targeted objectives/TEKS for the up-coming week: **Include what the student should know, understand, and do upon mastery**

How is/are this/these objective(s) tested on TAKS?

Essential Vocabulary (what words/phrases are necessary for students to know to master the objective):

What specific activities/strategies (utilizing Marzano's Six Step Process) will be implemented to ensure effective student comprehension of essential vocabulary?

Step 3: Process of the Lessons: How will daily warm-ups contribute to the lesson? What strategies will be used? What activities will be used to address the targeted objectives? How can/will the lesson be differentiated/modified? Include any unique materials needed.

Step 4: Assessment/Evaluation: What assessments will be utilized throughout the week? Attach copies of formal assessments. How will student progress be measured throughout the week?
