Grade Level Planning

	Weekly Lesson Plan –	an – Gus Garcia Middle School	e School
Teachers: Dancause, Stapley, Nuñez, Cardenas	Subject:	Differentiation/Modifications:	Week of:
Objective(s):	Activities/Strategies/Procedures including times as well as how the activity will be delivered		Evidence of Learning/Assessment/Evaluation
Monday: 3/4	Topic: Finding the median number in a set of data.	Foldable, hands-on, 1 -1 assistance, peer assistance,	Can they identify and explain the "median"?
TEKS:	Objective: I can identify the median	modeled lesson, guided lesson, multiplication chart handout	Do they understand what a "set of data" is?
6.10B (S) 6.10A (S) 6.10D (R)	number in a given set of data.	•	Can they explain why "folding" the paper identifies the median?
6.11D (P)	AM: Students will discover how to find the median number by arranging		Are they able to find the median without folding a strip of paper?
	middle number by folding the piece of paper in half.		Are the arranging the data sequentially, first?
	PM: Students will apply knowledge of median as learned in the morning.		Can they explain how the medicul changes when data is added/removed.
	HW: Practice on finding median, mode and range.		
Tuesday: 3/5	Topic: Finding the mean using pictures and models	hands-on, 1 -1 assistance, peer assistance, modeled lesson, use of visuals, use of	Can they explain how they found the mean (when using pictures)?
TEKS: 6.10B (S) 6.10A (S)	Objective: I can identify the mean of a set of data using models and pictures	manipulatives, multiplication chart handout	Do they understand what the "Mean" is?
6.10D (R) 6.11D (P)	AM: Students will find the mean by using manipulatives.		"Mean" when not using pictures?
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Grade Level Planning

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	PM: Students will practice finding the mean of a set of data in different pictorial/graphical representations		
	HW: Practicing finding mean, median, mode and range		
Wednesday: 3/6	Topic: Application of Central Tendencies (mean, median, mode and range)	hands-on, 1 -1 assistance, peer assistance, modeled lesson, foldable, use of visuals,	Can they explain ways in which the measures of central tendency will be the same/different?
TEKS: 6.10B (S) 6.10A (S)	Objective: I can select the appropriate measure of central tendency according	multiplication chart handout	Can they give the proper definition for all the measures of central tendency?
6.10D (R) 6.11D (P)	to the problem or situation.		Do they know when and why to use each measure of central tendency?
	AM: Students extend their knowledge of mean, median, mode and range by creating a foldable with definitions and examples		Can they create their own examples to identify/explain the measures of central tendency?
			Can they analyze different types of graphs to identify the given data and find the measures
	PM: Students apply the definitions learned in the morning by practicing how to find the mean median mode and range from a line plot, a bar graph, and a set of data		of central tendency?
•	HW: 5 problems practicing (mean, median, mode and range)		
Thursday: 3/7	Topic: Assessment over Central Tendencies (mean, median, mode and	1-1 assistance, fewer answer choices, notes on test, use of	Can they explain the different types of central tendency?
TEKS:	8-7)	classroom, multiplication chart	Are they first writing the data sequentially?

Grade Level Planning

guided activity, traction notes handout
hands-on, 1 -1 assistance, peer assistance, modeled lesson,