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| **Lesson Information** |
| **Teacher:**  | Cutler |
| **Unit:** | Rational Numbers |
| **Type of Lesson** | Conceptual Understanding |
| **Objective and Daily Question** |
| **Standard and Objectives** |
| From your Unit Plan, list the standards you will be teaching today as well as the Student-Friendly Objective(s) that accompany each.**Standard(s):** 7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.**Objective(s):** SWBAT add and subtract two integers using their knowledge of operations and integersSWBAT determine if two quantities can combine to make zero |
| **Daily Question** |
| This will be the question you pose to your students daily to guide the lesson. This question should be derived from the daily objective(s).How do we model addition and subtraction of two integers as equations and on a number line?How do we determine if two quantities combine to make zero?When do we use absolute value? |
| **Unit Understandings** |
| Which Unit-Level Understandings will this lesson address? How will you connect the skills and content in this lesson to these understandings as well as the Essential Questions for the course?**Students have built conceptual understanding of addition and subtraction of integers, solved for total distance using absolute value, and have combined two quantities to make zero.**  |
| **Key Points** |
| What knowledge and skills are embedded in the objective? Include the WHAT, HOW, and WHY. Note: You must only include the HOW if it is a skill-based objective. If is not, simply include the WHAT and WHY.WHAT: students will add and subtract two integers, combine quantities to make zero, and solve real world problemsHOW: Students will use contextual problems, number lines, and equations to model their understanding of addition and subtraction of two integers.WHY: Students will recognize how integers are related to each other through manipulating them through the use of operations. They will need to understand when we are adding or subtracting quantities for everyday problems such as paying bills, determining distance we travel, buying items at a grocery store, etc.Anticipated Student Misconceptions:Students may have trouble determining whether to use addition or subtraction when they have quantities that could be represented as the addition of a negative or subtraction of a positive. Students may also have difficulty using absolute value. |
| **Data Reflection** |
| What previous data have you collected related to this skill? How does this inform the strategies and methods you will use in this lesson?Students have been building conceptual understanding of addition and subtraction of integers. Students have completed various homework assignments where their understanding has been assessed. They also had a formative on addition of integers and an exit ticket regarding subtraction. |

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| **Annotated Agenda***Lesson plan must include the following components, in some form:* * *Opening: What topic will be on the Do Now? How will you introduce the Daily Question?*
* *Investment/Hook/Exploration: How will you communicate the importance of the lesson? How does the lesson connect to students’ goals? How will you capture your students’ interest and spark their curiosity? How will you build on previous learning?*
* *Intro to New Material: How will you introduce new content? (Independent, group, or whole-class reading; modeling; a video; exploration or mini-lab; centers/stations/movement around the classroom, etc.) Include titles and links (if applicable) for texts.*
* *Guided Practice: How will students practice knowledge and skills? How will they engage authentically?*
* *Collaborative Practice: How will students practice knowledge and skills in partners or groups? How will you support and provide feedback?*
* *Independent Practice/Assessment/Performance: How will students demonstrate learning? Note: This may be an independent practice or assessment, a performance-based task, or both.*
* *Checks for Understanding: At what points, and how, will you check student understanding throughout all portions of the lesson?*

*\*\*While all components must be present, the specific format and order may vary. There may be multiple rounds of any part of the lesson plan.* |
| Include a detailed agenda for your lesson plan here. This should include a description of each component of your lesson and should provide a general overview of how your students will meet the objective of the lesson.**Do Now:** Mixed review for subtraction and addition word problems where students generate the expression and model on the number line.(10 minutes)**Speed Drill- 1 min. time subtraction and addition (**4 minutes)**GP:** Review HW from previous night to review all of our addition and subtraction rules. Derive equations and visually represent problems on a number line on sheets around the room.(30 minutes)**Part 2: LC Formative Assessment that covers all of 7.NS.A.1 to date** (40 minutes)(NS.1a, b, c, d)* Modeling with number lines
* Opposites and absolute value
* Real-world scenarios with opposites
* Adding integers using the rule
* Subtracting integers using the rule
* Abstract reasoning with integers (i.e. *m – n* = *m + -n*)

Pass out HW with 6 minutes left to go over |
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| **HOMEWORK \_\_X\_\_Y \_\_\_\_N**How will students continue to practice what they have learned?**Students will have multiplication and division HW** |

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| **Differentiation** |
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| Describe how you will differentiate the texts your students will access within this lesson, as well as the learning activities, in order to make the lesson accessible and accelerate the progress of all students.Students will use number lines and word problems to model their understanding of the addition and subtraction of two integers.Which strategies be leveraged in order to make the content and skills included within this lesson plan accessible to English Language Learners?  |

**Please be sure to upload…*** PowerPoint
* Do Now and Lesson Materials
* Differentiated Materials
* Formative Assessment
* Next Steps from Coaching Meeting
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