Susanna Gawlik Lesson Plans Supplemental Math-Grade 7 Week of January 11-15, 2016

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|  | Monday 1-11 | Tuesday 1-12 | Wednesday 1-13 | Thursday 1-14 | Friday 1-15 |
| Learning Target  CCSS/MAS | I can demonstrate analysis of polygon areas (7.G.1) by composing rectangles from polygons and decompose polygons into triangles. | I can demonstrate application of finding the area (7.G.1) of triangles by using my understanding of composition and decomposition of polygons. | I can demonstrate application of finding the area (7.G.1) of polygons by using my knowledge of the composition/decomposition of triangles and rectangles. | I can demonstrate application of finding the area (7.G.1) of polygons by using my knowledge of the composition/decomposition of triangles and rectangles. | TSC demonstrate understanding of geometric shapes, constructions, area and perimeter (7GA.2) using front row web-based math practice. |
| Language Objective | TSW listen, speak, read and write to demonstrate analysis of polygon areas (7.G.1) by composing rectangles from polygons and decomposing polygons into triangles using the Front Row inquiry based lesson. | TSW listen speak, read and write to demonstrate application of finding the area (7.G.1) of triangles by using their understanding of composition and decomposition of polygons using the Front Row inquiry based lesson. | TSW listen, speak, read and write to demonstrate application of finding the area (7.G.1) of polygons by using their knowledge of the composition/decomposition of triangles and rectangles using the Front Row inquiry based lesson. | TSW listen, speak, read and write to demonstrate application of finding the area (7.G.1) of polygons by using their knowledge of the composition/decomposition of triangles and rectangles using the Front Row inquiry based lesson. | TSW read and write to demonstrate understanding of geometric shapes, constructions, area and perimeter (7.GA.2) using front row web-based math practice. |
| Assessment | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Web-based Assessment Progression of levels |
| Accommodations | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Calculators/partner assistance |
| Vocabulary | Polygon, area, perimeter, triangle, rectangles, compose, decompose | Polygon, area, perimeter, triangle, rectangles, compose, decompose | Polygon, area, perimeter, triangle, rectangles, compose, decompose | Polygon, area, perimeter, triangle, rectangles, compose, decompose | Degrees, centimeters, basic polygon shapes, angles |
| Exit Stem | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. |  |