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| **Grade Level** 7th grade | | **Teacher/Room**: Jackson Week of: 3-7-16 | | | |
| **Vocabulary: exponents, scientific notation, standard form** | | | | | |
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| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  MGSE8.EE1, 3,4 | **GSE/GPS Standard(s)**:  MGSE8.EE1, 3,4 | | **GSE/GPS Standard(s)**:  MGSE8.EE1, 3,4 | **GSE/GPS Standard(s)**:  MGSE8.EE1, 3,4 | **GSE/GPS Standard(s)**:  All standards |
| **EQ Question:**  How do I solve problems using exponents and scientific notation? | **EQ Question:**  How do I solve problems using exponents and scientific notation? | | **EQ Question:**  How do I solve problems using exponents and scientific notation? | **EQ Question:**  How do I solve problems using exponents and scientific notation? | **EQ Question:**  Do I know my standards? |
| **Mini Lesson**  Warm up  **Activating Strategies**   * Students work at their own pace in small groups of 3 or 4 based on math ability * Teacher provides individual/small group instruction based on the needs of the small group * Students complete lessons 3-1 through 3-4 from the 8th grade text book (numbers 1-18) * Students/Small groups check each lesson as they finish it and get help from the teacher with any problem missed and not understood * Ticket out the door   **Resource/Materials:**  8th grade textbook  **Differentiation:**  **Content/Process/Product : Content is accelerated**  ***Grouping Strategy: small groups of 3 or 4 based on math ability***  ***Assessment: checking each lesson and ticket out the door***  **Assessment Types**  **Formative**: checking each lesson and ticket out the door | **Mini Lesson:**  Warm up  **Activating Strategies**   * Students work at their own pace in small groups of 3 or 4 based on math ability * Teacher provides individual/small group instruction based on the needs of the small group * Students complete lessons 3-1 through 3-4 from the 8th grade text book (numbers 1-18) * Students/Small groups check each lesson as they finish it and get help from the teacher with any problem missed and not understood * Ticket out the door   **Resource/Materials:**  8th grade textbook  **Differentiation:**  **Content/Process/Product : Content is accelerated**  ***Grouping Strategy: small groups of 3 or 4 based on math ability***  ***Assessment: checking each lesson and ticket out the door***  **Assessment Types**  **Formative**: checking each lesson and ticket out the door | | **Mini Lesson:**  Warm up  **Activating Strategies**   * Students work at their own pace in small groups of 3 or 4 based on math ability * Teacher provides individual/small group instruction based on the needs of the small group * Students complete lessons 3-1 through 3-4 from the 8th grade text book (numbers 1-18) * Students/Small groups check each lesson as they finish it and get help from the teacher with any problem missed and not understood * Ticket out the door   **Resource/Materials:**  8th grade textbook  **Differentiation:**  **Content/Process/Product : Content is accelerated**  ***Grouping Strategy: small groups of 3 or 4 based on math ability***  ***Assessment: checking each lesson and ticket out the door***  **Assessment Types**  **Formative**: checking each lesson and ticket out the door | **Mini Lesson:**  Warm up  **Activating Strategies**   * Students work at their own pace in small groups of 3 or 4 based on math ability * Teacher provides individual/small group instruction based on the needs of the small group * Students complete lessons 3-1 through 3-4 from the 8th grade text book (numbers 1-18) * Students/Small groups check each lesson as they finish it and get help from the teacher with any problem missed and not understood * Ticket out the door   **Resource/Materials:**  8th grade textbook  **Differentiation:**  **Content/Process/Product : Content is accelerated**  ***Grouping Strategy: small groups of 3 or 4 based on math ability***  ***Assessment: checking each lesson and ticket out the door***  **Assessment Types**  **Formative**: checking each lesson and ticket out the door | **Mini Lesson:**  Warm up  **Activating Strategies**   1. Moby Max and Study Island   **Resource/Materials:**  Computer lab  **Differentiation:**  ***Content/Process/Product :***  computers  ***Grouping Strategy:***  individual  ***Assessment:***  Graded lessons on Moby Max and Study Island  **Assessment Types:**  **Summative:** Moby Max and Study Island |
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