

D A Y  I N  U N I T	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content <a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading Differentiation K-5</a></p>	<p>Technology <a href="#">50 Ideas</a>  Resources- Text, sites,</p>
1	<p><b>Everyday Math Lesson 7.1 – Exponential Notation</b> <b>Content:</b> Gap area <b>Target:</b> I can write and solve number sentences expressed in exponential notation. <b>Essential Questions:</b> How can my understanding of multiplication help me solve problems written in exponential notation?</p>	<p><b>New Vocabulary:</b> Standard notation Exponential notation Base Exponent Factor Power of a number</p>	<p>The following engaging qualities are present in today’s lesson: <b>Learning With Others:</b> Students will be working in small groups as well as with partners in order to complete certain assignments. <b>Personal Response:</b> Students will be given an exit slip in which they have to complete this sentence: I think exponential notation is helpful because...” <b>Student Choice:</b> Students will be given the choice of playing “Exponent Ball” or “Landmark Shark” during this lesson. <b>Novelty and Variety:</b> Students will be introduced to a new game today in class that we have never played before.</p>	<p>Students will be reading throughout the lesson in the student reference book in order to learn about games and exponents. They will also be required to read through their vocabulary lists as well. The students will also have to write a paragraph response on their Exit Slip for the day.</p>	<p><b>Formative Assessment:</b> Students Journal page 210 problems 4-6 and Exit Slip <b>Summative Assessment:</b> A Flashback Friday quiz will be given to assess this material as well as the Unit 7 Test.</p>	<p><b>Task:</b> Students will develop concepts of exponents by doing partner work in their journals and practicing with a game called “Exponent Ball”. <b>Tier 1/GT:</b> These students will be pulled once a week by Mrs. Reetzke in order to make connections in math class. Today they will be working in a small group for the first 20 minutes of class on an Everyday Math Project. <b>Tier 2:</b> These students will be pulled into a small group in order to practice exponents using Math Masters page 188. <b>Tier 3:</b> These students will be pulled by Coaches for the first 20 minutes of class in order to work on interventions in</p>	<p>InterWrite Slate and software, classroom computer</p>

						Number Worlds Unit 3 Week 3.	
2	<p><b>Everyday Math Lesson 7.2 – Exponential Notation Powers of 10</b></p> <p><b>Content:</b> NBT2 – Explain the number of zeros of the product when multiplying a number by powers of 10.</p> <p><b>Target:</b> I can explain the relationships between the number of zeros in a product and the power of ten.</p> <p><b>Essential Questions:</b> How can my knowledge of multiplication help me understand powers of 10 in exponential notation?</p>	<p><b>New Vocabulary:</b> No new vocabulary</p>	<p>The following engaging qualities are present in today’s lesson:</p> <p><b>Learning with others:</b> Students will work in small groups and partners in order to complete today’s journal work.</p> <p><b>Personal Response:</b> Students will do a bell ringer; Which doesn’t belong and why?</p>	<p>Students will be reading throughout the lesson in the student reference book in order to learn about powers of 10. They will use their books for a resource while doing journal pages. Students will write a response to their bell ringer in complete sentences.</p>	<p><b>Formative Assessment:</b> Problem of the Day – fractions word problem</p> <p><b>Summative Assessment:</b> Flashback Friday quiz will be given to assess this content as well as a Unit 7 Test.</p>	<p><b>Task:</b> Students will be introduced to number-and-word notation for large numbers and exponential notation for powers of 10 through journal work and class discussion.</p> <p><b>Tier 1/GT:</b> These students will work in a small group for the first 10 minutes on an enrichment piece Math Masters page 193 negative powers of ten.</p> <p><b>Tier 2:</b> students will be pulled into a small group to practice patterns in a place value chart using Math Masters page 192.</p> <p><b>Tier 3:</b> These students will be pulled by Coaches for the first 20 minutes of class in order to work on in Number Worlds Unit 3 Week 3. Number Worlds.</p>	InterWrite Slate and software, classroom computer
3	<p><b>Everyday Math Lesson 7.3 – Scientific Notation</b></p> <p><b>Content:</b> Gap area</p>	<p><b>New Vocabulary:</b> Expanded notation Scientific notation</p>	<p>The following engaging qualities are present in today’s lesson:</p> <p><b>Learning with others:</b></p>	<p>Students will read an article from their journals about the history of the Earth</p>	<p><b>Formative Assessment:</b> Student Journal Page 216 problems 1-10</p> <p><b>Summative Assessment:</b></p>	<p><b>Task:</b> Students will be introduced to the scientific method through reading an</p>	InterWrite Slate and software,

	<p><b>Target:</b> I can solve problems written in scientific notation as well as write numbers in scientific notation.</p> <p><b>Essential Questions:</b> How does my knowledge of place value and addition help me to understanding scientific notation?</p>		<p>Students will be working in small groups and partners in order to complete their task today.</p> <p><b>Authenticity:</b> Students will read a factual article about the history of the Earth. They will use information from the article to finish their journal pages.</p> <p><b>Personal Response:</b> Students will write a paragraph about their personal opinion on the article read in class today.</p>	<p>as it relates to numbers. Students will also form an opinion and write a paragraph about their opinion of the article.</p>	<p>Flashback Friday Quiz will assess this content as well as the Unit 7 Test.</p>	<p>article about the history of the Earth and relating that to numbers and scientific notation.</p> <p><b>Tier 1/GT:</b> These students will work for the first 20 minutes of class on an Everyday Math Project.</p> <p><b>Tier 2:</b> These students will be pulled to work on the readiness piece Math Masters page 195.</p> <p><b>Tier 3:</b> These students will be pulled by Coaches for the first 20 minutes of class in order to work on interventions in Number Worlds Unit 3 Week 3. Some students in this group will also be pulled with tier 2 as well.</p>	<p>classroom computer</p>
4	<p><b>Everyday Math Lesson 7.5 – Order of Operations</b></p> <p><b>Content:</b> OA1- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. OA2 - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.</p> <p><b>Target:</b> Unit 7 #1 and #17</p> <p><b>Essential Questions:</b> How does my knowledge of addition, subtraction, multiplication, and division help me understand order of</p>	<p><b>New Vocabulary:</b> Order of operations</p>	<p>The following engaging qualities are present in today’s lesson:</p> <p><b>Learning with Others:</b> Students will work in small groups and partners in order to complete journal work.</p>	<p>Students will be reading throughout the lesson in the student reference book in order to learn about order of operations. They will use their books for a resource while doing journal pages.</p>	<p><b>Formative Assessment:</b> Student Journal page 210 #4-6</p> <p><b>Summative Assessment:</b> This content will be assessed through a Flashback Friday quiz as well as the Unit 7 Test.</p>	<p><b>Task:</b> Students will be introduced to the rules of order of operations and how to use the steps to complete journal work.</p> <p><b>Tier 1/GT:</b> These students will be pulled into a small group for the first 20 minutes of class in order to work on Math Masters 202 Discovering Exponent Patterns</p> <p><b>Tier 2:</b> The students will be pulled into a small group in order to review journal page 224 simplifying fractions as taught in units 5 and 6.</p> <p><b>Tier 3:</b> These students</p>	<p>InterWrite Slate and software, classroom computer</p>

	operations?					will be pulled by Coaches for the first 20 minutes of class in order to work on Number Worlds in Number Worlds Unit 3 Week 3..	
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5	<p><b><u>Antonetti Activity of Order of Operations</u></b></p> <p><b><u>Content:</u></b> OA1- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. OA2 - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.</p> <p><b><u>Target:</u></b> Unit 7 #1 and #17</p> <p><b><u>Essential Questions:</u></b> How does my knowledge of addition, subtraction, multiplication, and division help me understand order of operations?</p>	<b><u>New Vocabulary:</u></b> Order of operations	<p>The following engaging qualities are present in today’s lesson:</p> <p><b>Learning With Others:</b> Students will be working in small groups of 3 to do this assignment.</p> <p><b>Sense of Audience:</b> Students will present their rap, mnemonic, poem, or poster to the class at the end of the activity. They will also be scored with a rubric.</p> <p><b>Personal Response:</b> Students will use their own responses to make their finished product; there is no right or wrong answer as long as they follow the rubric.</p>	Students will read the rubric to know expectations of this assignment; they will also use their Student Reference Books as well as other materials from their folders as a reference while doing these activities.	<p><b><u>Formative Assessment:</u></b> An exit slip will be given over order of operations.</p> <p><b><u>Summative Assessment:</u></b> The finished product from the activities as well as the Unit 7 Test will be used to assess this material.</p>	<p><b><u>Task:</u></b> Students will be given a choice between four activities to participate it to show their understanding of order of operations.</p> <p><b><u>Tier 1/GT:</u></b> These students will be pulled for 20 minutes to work on an Everyday Math Project</p> <p><b><u>Tier 2:</u></b> These students will be pulled for a mini less over exponential notation according to the formative assessment from Monday’s lesson.</p> <p><b><u>Tier 3:</u></b> These students will be pulled by Coaches for the first 20 minutes of class in order to work</p>	Students will use the green screen technology to perform their raps, mnemonic, or poems.

			<p><b>Novelty/Variety:</b> Students are doing an activity with the green screen. Students have never worked with the green screen before.</p> <p><b>Clear and Modeled Expectations:</b> Expectations will be modeled and examples will be provided of each of the activities finished products.</p> <p><b>Choice:</b> Students will get to choose between four activities; a rap, poem, poster, or a mnemonic</p> <p><b>Authenticity:</b> Students can relate this to real life by solving real-life word problems using order of operations.</p> <p><b>Emotional/Intellectual Safety:</b> Students will feel safe knowing that there is no right answer; they are free to use their creativity as long as they abide by the rubric.</p>			on Number Worlds.	
6	<p><b><u>Continue Antonetti Activity/Study Guide for Unit 7</u></b></p> <p><b><u>Content:</u></b> OA1- Use parentheses, brackets, or braces</p>	<p><b><u>New Vocabulary:</u></b> No new vocabulary; however all vocabulary covered in the unit will be reviewed on the</p>	<p>The following engaging qualities are present in today’s lesson:</p> <p><b><u>Learning With Others:</u></b> Students will be working in small groups</p>	Students will use their Student Reference Books as a reference for completing the study guide for Unit	<p><b><u>Formative Assessment:</u></b> Unit 7 Study Guide</p> <p><b><u>Summative Assessment:</u></b> Unit 7 Test</p>	<p><b><u>Task:</u></b> Students will be given time to complete the Antonetti task from the previous day; other students who</p>	Students will use calculators to check their work on the

<p>in numerical expressions, and evaluate expressions with these symbols. <b>OA2</b> - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.</p> <p><b>NBT2</b> - Explain the number of zeros of the product when multiplying a number by powers of 10.</p> <p><b>Target:</b> I can write and solve number sentences expressed in exponential notation. I can explain the relationships between the number of zeros in a product and the power of ten. I can solve problems written in scientific notation as well as write numbers in scientific notation.</p> <p>Unit 7 #1 and #17</p> <p><b>Essential Questions:</b> How does my knowledge of addition, subtraction, multiplication, and division help me understand order of operations? How can my understanding of multiplication help me solve problems written in exponential notation? How does my knowledge of place value and addition help me to</p>	<p>study guide.</p>	<p>of 3 to do this assignment.</p> <p><b>Sense of Audience:</b> Students will present their rap, mnemonic, poem, or poster to the class at the end of the activity. They will also be scored with a rubric.</p> <p><b>Personal Response:</b> Students will use their own responses to make their finished product; there is no right or wrong answer as long as they follow the rubric.</p> <p><b>Novelty/Variety:</b> Students are doing an activity with the green screen. Students have never worked with the green screen before.</p> <p><b>Clear and Modeled Expectations:</b> Expectations will be modeled and examples will be provided of each of the activities finished products.</p> <p><b>Choice:</b> Students will get to choose between four activities; a rap, poem, poster, or a mnemonic</p> <p><b>Authenticity:</b> Students can relate this to real life by solving real-life</p>	<p>7.</p>		<p>are finished with their projects will begin to work on the Unit 7 Study Guide.</p> <p><b>Tier 1/GT:</b> These students will continue an Everyday Math Project for the first 20 minutes of class.</p> <p><b>Tier 2:</b> These students will be pulled into a small group with Mrs. West for addition help with the study guide.</p> <p><b>Tier 3:</b> These students will be pulled by Coaches for the first 20 minutes of class in order to work on Number Worlds Unit 3 Week 4.</p>	<p>study guide; Interwrite Slate will be used to go over the answers to the study guide.</p>
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	understanding scientific notation?		word problems using order of operations. <b>Emotional/Intellectual Safety:</b> Students will feel safe knowing that there is no right answer; they are free to use their creativity as long as they abide by the rubric.				
7	<p><b><u>Unit 7 Tic Tac Toe Centers</u></b>  <b><u>Content:</u></b> OA1- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. OA2 - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.            NBT2 - Explain the number of zeros of the product when multiplying a number by powers of 10.  <b><u>Target:</u></b> I can write and solve number sentences expressed in exponential notation. I can explain the relationships between the number of zeros in a product and the power of ten. I can solve problems written in scientific notation as well as write numbers in scientific notation.</p>	<p><b><u>New Vocabulary:</u></b>            No new vocabulary; however all vocabulary covered in the unit will be reviewed on the study guide.</p>	<p>The following engaging qualities are present in today's lesson:  <b><u>Learning with Others:</u></b> Students will be required to work in a group at each center of their choice.  <b><u>Choice:</u></b> Students will get to choose which three centers they go to as long as they get a Tic Tac Toe on their game board.  <b><u>Personal Response:</u></b> Two centers will require students to create their own word problems as well as narrate a story.  <b><u>Authenticity:</u></b> Problems relating to real life will be used in a center.  <b><u>Clear and Modeled Expectations:</u></b> Students will know what is expected of</p>	<p>Students will be reading books related to content and answering questions about the book; they will also get a choice to narrate their own real or imagined story as well.</p>	<p><b><u>Formative Assessment:</u></b>            Students work from centers and Tic Tac Toe board.  <b><u>Summative Assessment:</u></b>            Unit 7 Test</p>	<p><b><u>Task:</u></b> Students will be asked to rotate to 3 centers of their choice while making a Tic Tac Toe on their game board.  <b><u>Tier 1/GT:</u></b> These students will be going to the computer lab to work on their glog for the first 20 minutes of class.  <b><u>Tier 2:</u></b> These students will be pulled into a small group at the beginning of class to review the study guide.  <b><u>Tier 3:</u></b> These students will be pulled by Coaches for the first 20 minutes of class in order to work on Number Worlds Unit 3 Week 4.</p>	<p>Students will complete assignments using the Ten Marks program on the iPads.</p>

<p>Unit 7 #1 and #17</p> <p><b>Essential Questions:</b> How does my knowledge of addition, subtraction, multiplication, and division help me understand order of operations?</p> <p>How can my understanding of multiplication help me solve problems written in exponential notation?</p> <p>How does my knowledge of place value and addition help me to understanding scientific notation?</p>		<p>them and how to complete each center; they will see an example of finished products at each center as well.</p>				
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