|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**(R) - Readiness Standard(S) -Supporting Standard**ELPS** (Language Objective) |  **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**PS_copy MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace.**Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:**Ⓡ MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy. Problems**ELPS**Use, listen, demonstrate, share, express, write.  | **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**PS_copy MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace.**Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:**Ⓡ MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy. Problems**ELPS**Use, listen, demonstrate, share, express, write. | **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**PS_copy MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace.**Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:**Ⓡ MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy. Problems**ELPS**Use, listen, demonstrate, share, express, write. | **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**PS_copy MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace.**Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:**Ⓡ MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy. Problems**ELPS**Use, listen, demonstrate, share, express, write. | **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**PS_copy MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace.**Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:**Ⓡ MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy. Problems**ELPS**Use, listen, demonstrate, share, express, write. |
| **Verb(s)**- What verbs define the actions students will need to take? | Use, demonstrate, share, express, write, understand, carry out, model  | Use, demonstrate, share, express, write, understand, carry out, model | Use, demonstrate, share, express, write, understand, carry out, model | Use, demonstrate, share, express, write, understand, carry out, model | Use, demonstrate, share, express, write, understand, carry out, model |
| **Vocabulary**(Academic and Content) | Key Concepts:* equivalency
* multiplicative comparison
* part-to-whole/part-to-part relationships
* ratio
* rate
* percent
* proportional relationship

Key Vocabulary* commission
* discount
* **financial**
* **interest**
* percent increase/decrease
* quanity
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 |
| **Lesson Topic** (Content Objective) | Students solve problems involving ratios, rates, and percents. | Students solve problems involving ratios, rates, and percents. | Students solve problems involving ratios, rates, and percents. | Students solve problems involving ratios, rates, and percents. | Students solve problems involving ratios, rates, and percents. |
| **ELPS** (Language Objective) | **ELPS**Use, listen, demonstrate, share, express, write. | **ELPS**Use, listen, demonstrate, share, express, write. | **ELPS**Use, listen, demonstrate, share, express, write. | **ELPS**Use, listen, demonstrate, share, express, write. | **ELPS**Use, listen, demonstrate, share, express, write. |
| **Lesson Cycle** | **Engage:** **Warm-Up/Opening (min)** | Warm Up on Spiraled In TEKS  | Warm Up on Spiraled In TEKS | Warm Up on Spiraled In TEKS | Warm Up on Spiraled In TEKS | Warm Up on Spiraled in TEKS |
| **Explore:****Review (min):** | Notes FoldableVocabulary review  | Notes FoldableVocabulary review  | Notes FoldableVocabulary review  | Notes FoldableVocabulary review  | Notes FoldableVocabulary review  |
| **Explain:****Guided Practice (min):** | Percent Increase/decrease foldableELL Strategies implemented in foldable (highlighting, CUBES) |  Guided/partner work from TEKSing the STAARSkills and Concepts 7.4D 2 |  Guided/partner work from TEKSing the STAAR/STAAR Master  | Quick review on percent proportions before beginning game. | Review before quiz from TEKSing the STAAR  |
| **Elaborate:****Independent Practice (min):** | Work with students on setting up the Proportion (word fractions/cross multiplying)Skills and Concepts 7.4D2 | Percent proportion activity – bingo or I have, who has?  | Work on difficult problems from Measuring Up breaking down word problems.  | Jeopardy percent game with students group variously using dry erase boards to answer all questions | Quiz from TEKSing the STAAR |
| **Evaluate:****Closing ( min.):** | Exit ticket (percent proportions) | Exit ticket (percent proportions) | Exit ticket(percent proportions) | Exit Ticket (percent proportions)  | Quiz  |
| **Reinforcement** | **Materials/ Resources:** | TEKSing the STAARMotivation MathSTAAR MasterTexas Go Math Foldables  | TEKSing the STAARMotivation MathSTAAR MasterTexas Go Math Foldables | TEKSing the STAARMotivation MathSTAAR MasterTexas Go Math Foldables | TEKSing the STAARMotivation MathSTAAR MasterTexas Go Math Foldables | TEKSING the STAARMotivation math STAAR MasterTexas Go MathFoldables  |
| **Homework** |  |  |  |  |  |

**\*All lesson plans are subject to revisions and addendums by teacher.**

**\*This lesson plan is designed to be a guide the teacher can use to engage in thoughtful planning of each lesson, to better integrate vertical alignment opportunities, and to ensure high order thinking opportunities throughout instructional timeframes.**