|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **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 | 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 | 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 | 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 | 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 |
| **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  Foldable  Vocabulary review | Notes  Foldable  Vocabulary review | Notes  Foldable  Vocabulary review | Notes  Foldable  Vocabulary review | Notes  Foldable  Vocabulary review |
| **Explain:**  **Guided Practice (min):** | Percent Increase/decrease foldable  ELL Strategies implemented in foldable (highlighting, CUBES) | Guided/partner work from TEKSing the STAAR  Skills 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 STAAR  Motivation Math  STAAR Master  Texas Go Math  Foldables | TEKSing the STAAR  Motivation Math  STAAR Master  Texas Go Math  Foldables | TEKSing the STAAR  Motivation Math  STAAR Master  Texas Go Math  Foldables | TEKSing the STAAR  Motivation Math  STAAR Master  Texas Go Math  Foldables | TEKSING the STAAR  Motivation math  STAAR Master  Texas Go Math  Foldables |
| **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.**