**Instructors:** Mrs. Breazeale**/** Ms. DeBlanc

**Subject/Grade:** 7th/Math

**Week 1: January 8, 2024**

**School:** GCMS

**Unit Title:** Plane Sections of Prisms & Pyramids

**3rd Quarter**

**7th Grade Math Standards**

**Old**: All.NS, All RP, and ALL EE standards.

**7.G Draw, construct, and describe geometrical figures and describe the relationships between them.**

**7.G.6 (M**)Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

**7.G.4 (M)**Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

**7.RP.1 (M)**Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.

**7.G.1 (M)** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

**7.G.3 (M)** Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

**Essential Question:** How can mathematicians draw, construct, and describe geometrical figures while describing the relationships between them?

**Daily Focus Questions Preview**

| **Date** | **Day** | **Focus Question** | **I can…** |
| --- | --- | --- | --- |
| **01/08** | **M** | How will mathematicians use and fine tune skills they’ve already learned to solve real-world mathematical problems? | 1. write and evaluate algebraic expressions with and without exponents. 2. Complete problems involving absolute value. 3. Divide fractions 4. Calculate percentages. 5. Solve one-step equations. 6. Calculate unit rate with and without rational numbers. 7. Identity the constant of proportionality and proportional relationships. 8. Write equations to represent proportional relationships. 9. Convert measurements. 10. Interpret inequalities 11. Identify independent and dependent variables 12. Write equations based on real-world problems 13. Identify solutions to inequalities. 14. Write inequalities based on real-world problems and create graphs. |
| **01/09** | **T** | 1)How can mathematicians use iReady math to enhance his or her mathematical abilities?  2) Why do I need to know about cross sections? | 1. Use iReady math to enhance my mathematical abilities. 2. Describe how a variety of cross sections are created. |
| **01/10** | **W** | How can mathematicians determine how slicing a three-dimensional figure can result in a two-dimensional figure? | Justify how slicing a three-dimensional figure can result in a two-dimensional figure. |
| **01/11** | **Th** | How can mathematicians identify and draw three-dimensional figures? | Identify and draw three-dimensional figures. |
| **01/12** | **F** | How can mathematicians use geometry to solve real-world mathematical problems? | Use geometry to solve real-world mathematical problems. |

**Interventions:**

* Ms DeBlanc & Mrs. Breazeale will continue remediating on 7.G.6
* Tutorial will continue this week on Wednesday.
* Friday-Mrs. Breazeale and Ms. DeBlanc will provide interventions for students struggling with lessons.

**Printed Materials:** homework sheets, exit tickets, bell ringer sheets, practice work

**Materials:** calculators, both iReady workbooks, lesson flipcharts, chromebooks

**January 8, 2024--Monday**

**Focus Question:** How will mathematicians use and fine tune skills they’ve already learned to solve real-world mathematical problems?

**Bell Ringer:** Students will observe a few drawings and will respond to the prompt of drawing the figures from a different angle . (**7.G.6.)** **(5 minutes)**  Explain bell ringer. (**2 minutes)**

**Anticipatory Set: (10 minutes)**

**Introduction:** TTW Welcome students back from break. Allow them to share any holiday stories. TTW review the rules and procedures. (School and class). TTW explain the learning goals today and how we are going to review most of the skills from the previous semester today.

**Teacher Input (Breazeale): (5 minutes) (7.G.6)**

*The teacher will...*

* Direct students to open up their workbook to page C1 and gently tear out C1-C6 and start working.
* Walk around stapling papers.

**Independent Practice (Breazeale & DeBlanc will switch back and forth.) (20 minutes) (7.G.6)**

*The student will*

* *Complete* pages C1-C6 in their workbooks, discussing with a partner as they work.

**Closure:**  TTW will complete an exit ticket. **(3 minutes.)**

**Assessment:** Teacher observations and completed work.

**Early Finishers:**  Complete a page in the assignment where they struggled, complete practice problems.

**January 9, 2024--Tuesday**

**Focus Question:** How can mathematicians use iReady to enhance their mathematical skills?

**Independent Practice: (54 minutes)** *The student will…*

* Complete teacher assigned lesson on cross sections
* Complete iReady math lesson on path

**Enrichment:** Students that have passed the required number of lessons for this week will get on Math Prodigy.

**Assessment:** iReady Reports

**January 10, 2024--Wednesday**

**Focus Question:** How can mathematicians determine how slicing a three-dimensional figure can result in a two-dimensional figure?

**Bell Ringer:** Students will complete a review question from the previous week. (**7.G.6.)** **(5 minutes)**  (Ms. DeBlanc will help guide students that are struggling to get started on the bell ringer question.) Explain bell ringer. (**2 minutes)**

**Anticipatory Set: (5 minutes)**

**Introduction:** TTW Explain what the students are learning, why they are learning standard, and how they will know they have mastered it. Show sample problems of the standard. Show a video Math Shorts Episode 8 - Slicing Three Dimensional Figures at <https://www.youtube.com/watch?v=hlD_j3AtxGs>

**Teacher Input (Breazeale): (15 minutes) (7.G.6)**

*The teacher will...*

* Present the focus question.
* Direct students to open their iReady workbooks to pages 238-239.
* Direct different students to read 238-239.
* Discuss the “reflect” questions together.

**Independent Practice (Breazeale & DeBlanc will switch back and forth.) (20 minutes) (7.G.6)**

*The student will*

* *Complete* pages 240-243 in their books, discussing with a partner as they work.

**Closure:**  TTW will complete an exit ticket. (List, link, learn: List everything they already knew, link something in the lesson to real life, and tell 1-2 things they learned. **(5 minutes.)**

**Assessment:** Teacher observations and completed work.

**Early Finishers:**  iReady

**January 11, 2024--Thursday**

**Focus Question:** How can mathematicians identify and draw three-dimensional figures?

**Bell Ringer:** Students will complete a review question from the previous week. (**7.G.6.)** **(5 minutes)**  (DeBlanc will be document students that are tardy, and he will help guide students that are struggling to get started on the bell ringer question.) Explain bell ringer. (**2 minutes)**

**Anticipatory Set: (5 minutes)**

**Introduction:** TTW Explain what the students are learning, why they are learning standard, and how they will know they have mastered it. Show sample problems of the standard. Show a video Cross Sections at <https://www.youtube.com/watch?v=DkvdMkR8V8g>

**Teacher Input (Breazeale): (15 minutes) (7.G.6)**

*The teacher will...*

* Present the focus question.
* Pass out “Chapter 12: Cross Section”.
* Give students 5 minutes to read the text.

**Independent Practice (Breazeale & DeBlanc will switch back and forth.) (20 minutes) (7.G.6)**

*The student will*

* With a partner, work through problems a-e, 1-29.

**Closure:**  TTW will complete an exit ticket. **(3 minutes.)**

**Assessment:** Teacher observations and completed work.

**Early Finishers:**  iReady

**January 12, 2024--Friday**

**Focus Question:** How can mathematicians use geometry to solve real-world mathematical problems?

**Bell Ringer:** Students will complete a review question from the previous week. (**7.G.6.)** **(5 minutes)**  (Ms. DeBlanc will be document students that are tardy, and he will help guide students that are struggling to get started on the bell ringer question.) Explain bell ringer. (**2 minutes)**

**Anticipatory Set: (5 minutes)**

**Introduction:** TTW Explain what the students are learning, why they are learning standard, and how they will know they have mastered it. Show sample problems of the standard. Show a video Cross Sections at <https://www.youtube.com/watch?v=DkvdMkR8V8g>

**Teacher Input (Breazeale): (15 minutes) (7.G.6)**

*The teacher will...*

* Present the focus question.
* Review concepts learned Monday and Tuesday.
* Have students open their iReady workbooks to “Unit 4: MAP practice” on pages 244-246.

**Independent Practice (Breazeale & DeBlanc will switch back and forth.) (20 minutes) (7.G.6)**

*The student will…*

* With a partner, work through Unit 4: MAP practice.
* Start reworking problems on their MPT 7.3.5 practice.

**Closure:**  TTW will complete an exit ticket. **(3 minutes.)**

**Assessment:** Teacher observations and completed work.

**Early Finishers:**  iReady