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| **Name:**  Aaesha Bani Shemaili | | **Grade Level:**  7th section 1 | **CCSS Math Domains:**  7.G.4 – 7.G.6 |
| **Week 2 – Unit 3:** Expressions and Equations **– Chapter 6 :** Equations and Inequalities | | | |
| **Sunday**  **From** **7:55** **to** **8:43**  **First period**  **From** **10:43** **to** **11:33**  **Fourth period** | **Review: Solve inequalities by Addition and Subtraction**  #Wrap up stage (last 20 minutes):  - Ss will go through the slides and generate any confused question related to the lesson.  - Ss will ask any confused questions related to this lesson and T will move between all slides to give students chance to ask any questions related to the slides.  **Solve inequalities by multiplication and division 1 (MCT Observation)**  #Engage:  - T will present reward of the day which 200 points for group to talk only English (Slide 1)  - Ss will read the definition on the board (Inequality & Graph=Number Line). (Slide 2)  - Ss will have a cards and they need to match up the cards with the schedule of inequalities. (Slide 3)  - Ss will solve “h – 16 ≤24” and graph their solution individually. (Slide 4)  - T will examinant ss previous lesson by giving them quiz. (Slide 5)  #Core:  - T will explain to the students how to solve multiplication inequality using their prior knowledge of the equation. (Slide 6)  - T and ss will solve Qa (x or ÷ by positive number) as a whole class and ss will solve Qb by themselves. (Slide 9)  - T and ss will solve Qc (x or ÷ by negative number) as a whole class and ss will solve Qd by themselves. (Slide 12)  #Wrap up:  - Ss will play fun run games to solve about 13 different question related to this lesson. (Slides 14, 15, 16, 17 & 18)  - T will display question of the week in TV display and ss need to solve it using sticky notes and stick it on the TV. (Slides 19, 20 & 21)  -H.W: T will give students homework with 12 question and ss need to solve any 6 questions. (Slide 22)  Note: Some parts of this lesson plan was moved to the next day because ss need time to understand the concept of the negative number. | | |
| **Monday**  **From** **1:23** **to** **2:11**  **Seventh period** | **Solve inequalities by multiplication and division 2**  - Ss in their group will solve the question relate to their color group using their boards and markers. (Slide 2)  - T will review with the student about how to solve multiplication or division inequalities of positive and negative numbers. (Slides 3, 4, 5 & 6)  - Ss as individual will solve Qf of multiplying with negative number. (Slide 7)  - Ss as group will play fun run game (each will will choose one students to bring out the questions and students need to solve each questions correctly if they need to bring the other questions. (Slides 8, 9, 10, 11 & 12)  - T will change the question of the day in TV stand. (Slides 12, 14 & 15)  - T will display the table of symbols and each group have a flash cards of missing words in the table. (Slide 16)  Note: This lesson was created to cover up Miss Kate notes and to let students understand the concept of multiplying with negative number in inequalities. | | |
| **Tuesday**  **From** **10:43** **to** **12:23**  **Fourth period and fifth period** | **Solve two-step inequalities 1-2**  - Ss will anticipate what solve two-step inequality means. (Slides 1 & 2)  - T will display the objective of the lesson and ss will read it together. (Slide 3)  - T will explain two example of how to solve two-step inequalities. (Slides 4 & 5)  - Ss will explain other examples of solving inequalities (group 1 and 2 = example 3 & group 3 & 4 = example 4). (Slides 6 & 7)  - T and ss will solve Qa as a whole class. (Slide 8)  - Ss by themselves will solve Q1 & Q2 and the first 5 correct answer T will give them 100 points. (Slide 9)  - T and ss will solve Qb as a whole class. (Slide 10)  - Ss by themselves will solve Qc, Q1, Q2, Q3 & Q4 and the first 5 correct answer T will give them 100 points. (Slides 10, 11 & 12)  - T will explain how to solve real life problem using inequalities. (Slide 13)  - T and ss will solve Q5 as a whole class. (Slide 14)  - Ss in groups will solve real-life examples (each group have different question) using their group boards. (Slides, 15, 16 & 17)  - Ss will explain and present their work of solving real life examples. (Slides, 15, 16 & 17).  Note: students takes time to understand real-life questions. | | |
| **Wednesday**  **From** **9:35** **to** **10:23**  **Third period** | **Review all chapter lessons for an exam**  - Ss will solve test by themselves and ask T if they need help to solve any problem. (Ss will work individually)  (Glencoe Math Course 2 Teacher Edition “Plan & Present” Chapter 6, Wrap Up “Summative Assessment”)  - Ss in groups will solve two real life problem using using boards and fastest group will get 500 points.  (Glencoe Math Course 2 Teacher Edition “Plan & Present” Chapter 6, Wrap Up “Performance-Based Task”)  **Getting to know my students Mini-Lesson**  - Ss as individual will write all information about themselves using Read All About Me mini poster.  - T also will create her Mini poster  - Ss will read their poster to their partners and T will circulate between the partners to know more about my students.  - Ss will hang their poster in their lockers after being laminated. | | |