

## Evaluating Expressions Day 1

<b>Grade:</b> 6th		<b>Subject:</b> Math	
<b>Materials:</b> None		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  <u>6.EE.2</u> – a. Write expressions that record operations with numbers and with letters standing for numbers.  b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient, difference, quantity, etc.); view one or more parts of an expression as a single entity.  c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems.		<b>Differentiation</b>  <b>Below Proficiency:</b>  Students are not able to define the vocabulary in their own words, examples are difficult to understand for them, and do not know the order of operations.  => Have these students copy down my definitions, examples, and chart. Their homework for today is to go home to review the vocabulary.  <b>Above Proficiency:</b>  Students are able to define the vocabulary in their own words, can easily come up with examples, and know the order of operations.  => Have these students help others do their definitions / vocabulary, if they want, look at tomorrow's homework to get an idea of what we are doing tomorrow.  <b>Approaching/Emerging Proficiency:</b>  Students have an idea of what the vocabulary is, can think of examples, but their own definitions are not quite right.  => Have these students keep collaborating with others on the vocabulary sheets.  <b>Modalities/Learning Preferences:</b>  Visuals, Examples, Writing, Repeating, Collaboration, ect.	
<b>Objective(s)</b>  Students are able to define the terms following terms in their own words: Substitution, Numerical Expression, Algebraic Expression, and Evaluate.  Students know the order of operations.  <b>Bloom's Taxonomy Cognitive Level:</b> Understand / Apply (First time seeing these vocab words and concepts, this is what we are shooting for to start off)			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will collaborate with the students in their pods during turn and talks to come up with examples and definitions.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students are expected to treat others with respect, try to participate, not distract others, and to listen to directions of when we are to collaborate.	
<b>Minutes</b>	<b>Procedures</b>		
<b>1</b>	<b>Set-up/Prep:</b>  Grab vocab sheets Pull up notes for lesson		
<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>			

## Evaluating Expressions Day 1

2	<p>Has your parents/teacher asked you to do something, and you do not know what they said means?  Hard to do a task when you do not know what the task wants you to do.  Hand out vocab sheets.</p>
30	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p><u>Vocab:</u>  Substitution: Replacing a value or variable with something that is equal to it</p> <ul style="list-style-type: none"> <li>- Ex. 4 quarters = 1 dollar</li> <li>- <math>t = 5</math>, <math>4 + t</math>  <math>4 + (5) = 9</math></li> </ul> <p>Numerical Expression: An equation that has only numbers and operations (+, -, x, ÷)</p> <ul style="list-style-type: none"> <li>- Ex. <math>7 - 4 = 3</math>, <math>5 \times 2 = 10</math></li> </ul> <p>Algebraic Expression: An equation that can have numbers, variables, and operations</p> <ul style="list-style-type: none"> <li>- Ex. <math>2 + t = 3</math>, (When <math>a = 3</math>, <math>12 - a = ?</math>), <math>4 \times y = 16</math>, (When <math>z = 4</math>, <math>12 \div z = ?</math>)</li> </ul> <p>Evaluate: To solve for what we want to know</p> <ul style="list-style-type: none"> <li>- Ex. <math>3 + t = 5</math>, Solve/find what t is</li> </ul> <p><u>Concepts:</u>  Order of Operations:</p> <ul style="list-style-type: none"> <li>- PEMDAS = Parentheses, Exponents, Multiplication, Division, Addition, Subtraction</li> </ul> <p><u>If Possible Start Day 2 Notes</u></p>
5	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Dream-box online lessons  Lesson 1.1 Day 2</p>
5	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Organize notes into binder to make sure we save it for later</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Seeing if students are able to contribute their own ideas, put the definitions in their own words, and are able to come up with examples so I know that they understand</p> <p><b>Consideration for Back-up Plan:</b></p> <p>Khan Academy for evaluating expressions</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>Having students fill out the definitions and examples on paper for their notes in their own words</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>Quiz after lesson 1.4</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	