

Evaluating Expressions Day 2

Grade: 6th		Subject: Math	
Materials: None		Technology Needed: None	
Instructional Strategies: <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)		Guided Practices and Concrete Application: <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:	
Standard(s) <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.		Differentiation Below Proficiency: Students are unable to substitute and evaluate equations. => Have students work with me in the back, so they get extra help. This can also be review of content. Above Proficiency: Students are able to substitute and evaluate equations with ease. => Have these students collaborate with others in order to gain more knowledge of others thought processes that may differ to theirs.	
Objective(s) Students will be able to use the order of operations correctly. Students will be able to substitute and evaluate equations. Bloom’s Taxonomy Cognitive Level: Evaluate		Approaching/Emerging Proficiency: Students can substitute and evaluate equations with little struggle, and on concepts of order of operations. => Have these students collaborate on homework to share each other’s knowledge and understanding of the content. Modalities/Learning Preferences: Visual, repetition, oral, collaboration, ect.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will collaborate with the students in their pods during turn and talks to come up with answers for our work on the board.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 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.	
Minutes	Procedures		
1	Set-up/Prep: Grab examples, and tell students to grab vocab sheets and chart of when to use operations for certain words		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students tell me what we did yesterday		

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20-25	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p><u>Review:</u></p> <ul style="list-style-type: none"> - Order of Operations - Vocabulary <p><u>Evaluating Equations:</u></p> <p>I do:</p> <ul style="list-style-type: none"> - $a = 3$, $5 + a$ $5 + (3) = 8$ - $b = 5$, $18 - 3b$ $18 - 3(5)$ $18 - 15 = 3$ <p>We do:</p> <ul style="list-style-type: none"> - $c = 4$, $12 \div c$ $12 \div (4) = 3$ - $d = 6$, $14 - (d + 4)$ $14 - ((6) + 4)$ $14 - (10) = 4$ <p>Students do:</p> <ul style="list-style-type: none"> - $z = 2$, $4z + 2$ $4(2) + 2$ $8 + 2 = 10$ - Alex makes \$12 a day mowing lawn, how much \$ will Alex make in 3 days of mowing lawns? $12d$, $d = 3$ $12(3) = \\$36$
10-15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students' homework for 1.1, Page 6, #8 – 16 even, 21 Will be able to work with those who struggle</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>Have students rate their own understanding of lesson 1.1 Have students pack up for next class</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>See the comprehension of students by seeing who participates in turn and talks, if they are getting the concepts correct, and the answers right.</p> <p>Work with students when they do homework 1.1, see their comprehension through their work.</p> <p>Consideration for Back-up Plan:</p> <p>Khan Academy</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Possible exit slip, when they finish homework 1.1, see their comprehension through their work.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Quiz after lesson 1.4</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

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