

# CARROLL HIGH SCHOOL

## LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ACCRS:</b>	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them.	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them.	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them.	Review	Review
<b>Before:</b>	Lesson: Operations with integer's. Students will work on a lesson solving problems with integers	Students will do a whole group discussion on the different rules that come with the different fraction operations. Operations with fractions Dice Game.	Mid Unit Test (no calculators)	Dice Roll: Percent Proportions	Students will measure the previous day's assignment to get the length of each side.
<b>During:</b>	Students will complete a die in class that will explain how to add, subtract, multiply and divide rational numbers	Staple activity: Students will be given a series a problem they must complete as a group and be able to explain their answers.	Students will be allowed to use calculators for the lesson on percent proportions.	Review over the coordinate plane (labeling points, quadrants, axes, discuss positive and negative coordinates)	Students will find perimeter of each shape.
<b>After:</b>	Students will complete some examples in their groups	Students will roll the dice and answer the problems that the dice produce.	Hw: pg p20 # 1 – 31 odd	Students will do Picture Graph of shapes. Students will attempt to name each shape after they have drawn them.	Students will compare answers with their group members.
<b>Desired Outcome:</b>	Students will be able to add, subtract, multiply and divide fractions	Students will recall and use their knowledge of fraction operations to solve problems.	Students will successfully complete the mid unit test in 25 minutes and they will learn percent proportion.	Students will review the coordinate plane and plot coordinate points.	Students will successfully measure and calculate the perimeter of objects.
<b>Formative/Summative</b>	Classwork	Class work	Mid Unit Test	Dice Roll: Percent Proportions	
<b>Homework:</b>	Page p16 10, 11, 21,36 Pg p 19 10, 14, 29, 34,41	Review over the week's lessons	None.	Picture graph sheet	Pg P 25 3-7; 10-12
<b>Higher Order Questions:</b>	If the denominators of the fractions are the same, can you use mental math to add or subtract them?	How is multiplying fractions different than adding fractions? How are they the same?	Why is a percent expressed as a fraction over 100?	Why is it important to plot points correctly? When will we see this again?	How can you apply perimeter in the real world?

