Grade/Subject:	7th (November)	Unit: Ratio and Proportions
Teacher:	Poole	

Standards/Elements:	MGSE7.RP.1
EQ:	How do you solve problems involving ratios and proportions

Opening	
Learning Target(s): *What will students know, understand and be able to do as a result of this lesson? Is the target rigorous, relevant and concept based?*	**Guiding/Essential Questions:** *What thought-provoking question can I ask students that will stimulate learning and cause students to wonder, inquire, and connect learning to the target? (Keep in mind the DOK levels)*
The students will be able to evaluate expression and solve multi-step equations. The students will be able to calculate unit rate. The students will be able to solve word problems pertaining to ratio and proportions	How do you calculate unit rate? What is the process to proportions? Give a detail description of how to solve step by step. What are applications of ratios and proportions in everyday life experiences? What is your prior knowledge of ratios?
Building Commitment/Cue Set/Hook: *How can I cue/hook my students' attention to draw them into the lesson, activate their schema, and focus them on the target?*	**Presentation/Teaching Strategies:** *How will I present the new information from the curriculum content in a real and personal manner using research based best practices that will help my students make connections while circling back to the target?*
Students will work on model drawings, utilize math manipulatives and technology to build concepts involving ratio and proportions	.The information will be presented using Smart Board Activities, math manipulatives, model drawings, and other sources of technology.

Work Session	
Guided Practice: *How will I provide a guided practice opportunity for my students to use/apply the newly learned information?*	**Independent Practice:** *What activity will I provide my students that will allow them time to practice the skill/concept independently?*
Teacher and students will discuss warm up examples as a model of how to solve problems before independent practice is assigned. Often students will solve problems at the board and explain how to peers how to solve problems. This is also an opportunity to review previous concepts and vocabulary.	The students will work on Smart board activities, worksheets, or projects independently after warm up assignments. The teacher will also use this time to review homework and unit test practice for regular math with a small group of students. Students may also be placed in differentiated groups based on previous assessment scores. November 14 – Students will review notes and practice problems involving ratios, unit rate, and proportions November 15 – Students will practice setting up and solving ratio and proportion problems November 16th - Some students will also work with teacher at the board. **(Differentiation**) November 17th – Students will complete handout on ratio and proportions. They will have an opportunity to work in

	groups and decide which side to complete. Some students will also work with teacher at the Smart Board or on Labtops**. (Differentiation**) November 18th – Ratio and Proportions checkpoint – computer lab
Closing and Assessment	
Closure: *How will I close the lesson to reinforce and assure understanding of the learning that will lead my students closer to the target?*	**Assessment/Data:** *How will I assess for learning? What does the data tell me about instruction?*
Students will complete Ticket out the Door daily on vocabulary or 3 problems related to lesson.	Computer Assessment – Ratio and proportions The results of this assessments will tell me if students understand the concepts of ratios
Additional Delivery Info	
Other Instructional Strategies: *What other strategies will I use? Technology, Differentiation, etc.*	
Laptop Carts Model Drawing Math Manipulatives Math Drills	