Grade/Subject: 6th	Unit: Equations and Inequalities September
Teacher: Poole	

Standards/Elements:	MGSE.7EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients MGSE.7EE.4 Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
EQ:	How do you solve problems involving equations and inequalities?

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 student will be able to solve one step and two step equations. The student will be able to combine like terms using the distributive property The student will be able to solve and graph inequalities on a number line. Review – The student will be able to evaluate expressions using the order of operations.	Can you recall the steps involved in solving an equation? (DOK 1) What do you notice about the similarities and differences of solving an equation and inequality problem? (DOK 2) How can you test a point on a number line to see if it is a solution of an inequality (DOK 3) Can you elaborate on the reason why in an equation why you always divide by the number that includes the variable? (DOK 3) How would you summarize the steps to solving an equation? (DOK 2) What information can you utilize to support your idea about how to graph inequalities on a number line (DOK 4) Design a flip book and gather information about algebra concepts to create your own examples of equations and inequalities. (DOK4)
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?*
Teacher and students will discuss how concepts are related to everyday life experiences. Learning target and vocabulary will be reviewed daily.	.Teacher will review previous concepts learned involving integers to demonstrate to students how integer rules are used with equations and inequalities. Students must recall how to find positive and negative numbers on a number line. Students will practice vocabulary using Smart Board activities

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?*
Students will take notes and practice problems with teacher using the Smart Board and math practice drills.	Students will work on practice problems from Power Point Presentations. Some student will practice on the Smart Board while the teacher assist students who do not understand information. Each day students will complete at least 10 problems on their own.

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 a ticket out the door daily. Some students will answer questions about lesson prior to leaving to ensure that students understand vocabulary.	Assessments will be given using Study Island Math Program. Based on this data, students will be placed in differentiation groups.

Additional Delivery Info

Other Instructional Strategies: *What other strategies will I use? Technology, Differentiation, etc.*

*Some students will be working on homework assignments for regular math with the teacher
During independent practice students may have the opportunity to listen to music and complete work.

Differentiated Groups

Group 1 – Students who score 75% or higher on assessments will work on current assignments.
Group 2 – Students who score less than 75% will work on remediation assignments
Group 3 – Some students will be working on Math Probes
Group 4 – An individual student may be working on the computer to practice basic math concepts involving integers

Technology – Students will use Smart Board clickers some days for quick assessments
Laptop Cart (When available, some students will work on individualized assessments from previous lessons)