Needwood Middle School
2023-2024
Weekly Agenda/Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher(s)	Dionne/Buis/Parke/ /Quinn/Edwards/Blalock	Dionne/Buis/Parke/ /Quinn/Edwards/Blalock	Dionne/Buis/Parke/ /Quinn/Edwards/Blalock	Dionne/Buis/Parke/ /Quinn/Edwards/Blalock	Dionne/Buis/Parke/ /Quinn/Edwards/Blalock
Date	10/23/23	10/24/23	10/25/23	10/26/23	10/27/23
Standard(s)	**7.PAR.2.1** **Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.** **7.PAR.2.2** **Rewrite an expression in different forms from a contextual problem to clarify the problem and show how the quantities in it are related.** **7.PAR.3.1** **Construct algebraic equations to solve practical problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Interpret the solution based on the situation.** **7.PAR.4.1** **Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units presented in realistic**	**7.PAR.2.1** **Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.** **7.PAR.2.2** **Rewrite an expression in different forms from a contextual problem to clarify the problem and show how the quantities in it are related.** **7.PAR.3.1** **Construct algebraic equations to solve practical problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Interpret the solution based on the situation.** **7.PAR.4.1** **Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units presented in realistic**	**7.PAR.3.2 Construct algebraic inequalities to solve problems, leading to inequalities of the form px + q > r, px + q < r, px + q ≤ r, or px + q ≥ r, where p, q, and r are specific rational numbers. Graph and interpret the solution based on the realistic situation that the inequalities represent.**	**7.PAR.3.2 Construct algebraic inequalities to solve problems, leading to inequalities of the form px + q > r, px + q < r, px + q ≤ r, or px + q ≥ r, where p, q, and r are specific rational numbers. Graph and interpret the solution based on the realistic situation that the inequalities represent.**	**7.PAR.3.2 Construct algebraic inequalities to solve problems, leading to inequalities of the form px + q > r, px + q < r, px + q ≤ r, or px + q ≥ r, where p, q, and r are specific rational numbers. Graph and interpret the solution based on the realistic situation that the inequalities represent.**

	problems.	**problems.**			
Learning Target	We are learning to use variables to represent equations in real-world problems We are learning to analyze and solve ratio word problems.	We are learning to use variables to represent equations in real-world problems We are learning to analyze and solve ratio word problems.	We are learning to identify what an inequality means. We are learning to solve inequalities with both positive and negative coefficients. We are learning to identify a solution set and a boundary number to graph on a number line.	We are learning to identify what an inequality means. We are learning to solve inequalities with both positive and negative coefficients. We are learning to identify a solution set and a boundary number to graph on a number line.	We are learning to identify what an inequality means. We are learning to solve inequalities with both positive and negative coefficients. We are learning to identify a solution set and a boundary number to graph on a number line.
Success Criteria	I can create an algebraic equation that represents a real-world or mathematical problem. I can solve word problems that lead to equations in the form of $px+q = r$. I can compute unit rates associated with ratios of fractions when presented with realistic problems I can interpret and articulate the meaning of the solution of a word problem.	I can create an algebraic equation that represents a real-world or mathematical problem. I can solve word problems that lead to equations in the form of $px+q = r$. I can compute unit rates associated with ratios of fractions when presented with realistic problems I can interpret and articulate the meaning of the solution of a word problem.	I can solve an inequality with rational numbers and graph the solutions. I can identify the solution set. I can identify the boundary number. I can identify if the boundary number should have an open or closed circle. I can interpret the meaning of solutions to inequalities based on the context.	I can solve an inequality with rational numbers and graph the solutions. I can identify the solution set. I can identify the boundary number. I can identify if the boundary number should have an open or closed circle. I can interpret the meaning of solutions to inequalities based on the context.	I can solve an inequality with rational numbers and graph the solutions. I can identify the solution set. I can identify the boundary number. I can identify if the boundary number should have an open or closed circle. I can interpret the meaning of solutions to inequalities based on the context.
Activity or Assignment with Text/Links	Module 3 Lesson 16 **Using equations to solve rate problems** Recap Page 233 Classwork Page 224 Problem#1 Use template on 227. Students can just write the matching algebraic approach to the arithmetic approach. Problem#2 Students create their own word	Module 3 Lesson 17 **Using Equations to Solve Problems** Recap Page 247 Classwork Page 241 1-8 Exit Ticket Page 245 Independent Additional Practice: Page 251 # 1-12	Module 3 Lesson 18 **Understanding Inequalities and Their Solutions** **Activator Video:** Math Antics - Basic Ineq… Recap Page 263 Classwork-SKIP Practice Page 265 Problems #1-24 Whole Group	Module 3 Lesson 19 **Using Equations to Solve Inequalities** Recap Page 279 Classwork Page 269 1-10 Exit Ticket Page 277 Independent Additional Practice: Practice: 281 1-15	Module 3 Lesson 20 **Preserving and Reserving** Recap Page 293 Classwork Page 287 1-14 Exit Ticket Page 291 Independent Additional Practice: Practice: 297 1-19 Google Classroom

	problem involving rate. They write this down on page 229. Problem #3 SKIP Page 235 Move to Problems #1-4 to complete together as a whole group on Exit Ticket Page 231 Independent Additional Practice: Practice Page 237 #5-13 Independent Practice Google Classroom Assignments/Paper Assignments for Small Groups FreeDownloadThanksgi…	Google Classroom Assignments/Paper Assignments for Small Groups	(Students come to the board to participate in the lesson) Exit Ticket Page 261 Independent Additional Practice: Page 268 25-29 Google Classroom Assignments/Paper Assignments for Small Groups Copy of Writing and Gr… SolvingandGraphingIne… SolvingandGraphingIne… SolvingOneStepInequali…	Google Classroom Assignments/Paper Assignments for Small Groups	Assignments/Paper Assignments for Small Groups
DIFFERENTIATION	Accommodation/Modifications Small Groups All accommodations and modifications will given based on individual needs Advanced-Extended Problem Set /Map Accelerator Remediation - Small Groups Review of Exit Ticket until more data is collected. Map Accelerator/IXL Skills	Accommodation/Modifications Small Groups All accommodations and modifications will given based on individual needs Advanced-Extended Problem Set /Map Accelerator Remediation - Small Groups Review of Exit Ticket until more data is collected. Map Accelerator/IXL Skills	Accommodation/Modifications Small Groups All accommodations and modifications will given based on individual needs Advanced-Extended Problem Set /Map Accelerator Remediation - Small Groups Review of Exit Ticket until more data is collected. Map Accelerator/IXL Skills	Accommodation/Modifications Small Groups All accommodations and modifications will given based on individual needs Advanced-Extended Problem Set /Map Accelerator Remediation - Small Groups Review of Exit Ticket until more data is collected. Map Accelerator/IXL Skills	Accommodation/Modifications Small Groups All accommodations and modifications will given based on individual needs Advanced-Extended Problem Set /Map Accelerator Remediation - Small Groups Review of Exit Ticket until more data is collected. Map Accelerator/IXL Skills