



**Needwood Middle School
2023-2024
Weekly Agenda/Lesson Plan**

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher(s)	Dionne/Buis/Parke/ /Quinn/Edwards	Dionne/Buis/Parke/ /Quinn/Edwards	Dionne/Buis/Parke/ /Quinn/Edwards	Dionne/Buis/Parke/ /Quinn/Edwards	Dionne/Buis/Parke/ /Quinn/Edwards
Date	02/26/24	02/27/24	02/28/24	02/29/24	03/01/24
Standard(s)	7.GSR.5 Solve practical problems involving angle measurement, circles, area of circles, the surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms. 7.GSR.5.8 Explore volume as a measurable attribute of cylinders and right prisms. Find the volume of these geometric figures using concrete problems.	7.GSR.5 Solve practical problems involving angle measurement, circles, area of circles, the surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms. 7.GSR.5.8 Explore volume as a measurable attribute of cylinders and right prisms. Find the volume of these geometric figures using concrete problems.	7.PR.6 Using mathematical reasoning, investigate chance processes and develop, evaluate, and use probability models to find probabilities of simple events presented in authentic situations. 7.PR.6.1 Represent the probability of a chance event as a number between 0 and 1 that expresses the likelihood of the event occurring. Describe that a probability near 0 indicates an unlikely event, a probability around 1 2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event 7.PR.6.2 Approximate the probability of a chance event by collecting data on an event and observing its long-run relative frequency will approach the theoretical probability.	7.PR.6 Using mathematical reasoning, investigate chance processes and develop, evaluate, and use probability models to find probabilities of simple events presented in authentic situations. 7.PR.6.1 Represent the probability of a chance event as a number between 0 and 1 that expresses the likelihood of the event occurring. Describe that a probability near 0 indicates an unlikely event, a probability around 1 2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event 7.PR.6.2 Approximate the probability of a chance event by collecting data on an event and observing its long-run relative frequency will approach the theoretical probability.	7.PR.6 Using mathematical reasoning, investigate chance processes and develop, evaluate, and use probability models to find probabilities of simple events presented in authentic situations. 7.PR.6.1 Represent the probability of a chance event as a number between 0 and 1 that expresses the likelihood of the event occurring. Describe that a probability near 0 indicates an unlikely event, a probability around 1 2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event 7.PR.6.2 Approximate the probability of a chance event by collecting data on an event and observing its long-run relative frequency will approach the theoretical probability.

Learning Target	I am learning to determine a formula for finding the volume of any right prism. I am learning to find the volume of a right prism. $V = \text{area of the base} \times \text{height of the prism}$.		I am learning to find a number between 0 and 1 that represents the likelihood that an event will occur.	I am learning to calculate empirical probabilities by collecting data from a chance experiment.	I am learning to determine the sample space for chance experiments. Given a description of a chance experiment and an event, I am learning to determine for which outcomes in the sample space the event will occur.
Success Criteria	I can learn that finding the volume of other right prisms is similar to finding the volume of right rectangular prisms. I can learn that knowing how to find the area of a composite figure helps us find the volume of a right prism.		I can learn to describe the likelihood that an event will happen on a probability scale.	I can learn to use data from a chance experiment to calculate the empirical probability of an event.	I can describe the possible results of a chance experiment.
Activity or Assignment with Text/Links	Module 4 Topic E Lesson 25 Volume of Composite Solids Recap pg 501 Classwork Pg 491 1a, 2a-b, 3, 4, 5, 6 Exit Ticket pg 499 Practice pg 505 1-13 IXL Skills: AA.4 Cross sections of three-dimensional figures CC.4 Volume of cubes and prisms Eureka Math 2 Volume of Compound Figures Warm Ups 80-83	Lesson 26 Topic E Designing a Fish Tank Test Grade Click the link in Google Classroom to pull up your Canva Assignment. Log In with Google. Step One (25 points): Choose three fish and give them measurements in inches. Step Two (25 points): Create a fish tank with dimensions that would fit on top of this dresser. (Length, Width, Height) Step Three (25 points): For every inch of your fish, they need 4,000 cubic cm of	Module 6 Lesson 1 What is Probability? Probability Practice https://www.ixl.com/math/grade-7/use-collected-data-to-find-probabilities?signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fglynncounty	Module 6 Lesson 2 Empirical Probability https://www.ixl.com/math/grade-7/experimental-probability?signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fglynncounty	Module 6 Lesson 3 Outcomes of Chance Experiments https://www.ixl.com/math/grade-7/use-collected-data-to-make-predictions?signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fglynncounty https://www.ixl.com/math/grade-7/make-predictions-using-experimental-probability?signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fglynncounty

		water. Determine the volume of your fish tank so it will hold enough water for your fish. (Volume is area of the base times the height) Step Four (25 points): The fish tank is glass on the sides and the bottom. The top is left open. Determine the surface area of your fish tank. Bonus (5 points): Add additional water animals to your tank with dimensions and water to accommodate them. https://www.ixl.com/math/grade-7/volume-of-cubes-and-rectangular-prisms-word-problems?signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fglvnncounty			
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