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|-------------------------|---|--|---|---|---|--|
| <b>Unit Title:</b>      | Unit 12 Area surface and volume   |  |   |   | District <a href="#">Pacing</a> <a href="#">Unit 12</a> |  |
| <b>Unit Vocabulary:</b> | Base<br>Cross Section<br>Integer<br>Square Number<br>Square Root<br>Area<br>Composite Figure<br>Surface Area<br>Circumference | Presume<br>Visible<br>Estimate<br>Reinforce<br>Determine<br>Evaluate<br>Random<br>Reveal | Random<br>Reveal<br>Deviate<br>Display<br>Foundation<br>Highlight<br>Determine<br>Estimate<br>Compare | Diameter<br>Perimeter<br>Pi ( $\pi$ )<br>Radius<br>Cube Root<br>Inverse<br>Perfect Cube<br>Volume<br>Cylinder<br>Cone |   |  |

|             | <b>Learning Target</b><br><i>(All Teachers)</i>  | <b>Instructional Plan</b><br><i>(Core Teacher)</i>   | <b>Differentiation</b><br><i>(ELA/Math Inclusion Teacher)</i>  | <b>Level UP/Advisory Plans</b><br><i>(Core Content Teachers)</i><br><i>(Not NHI time)</i>                                | <b>Teacher Tips &amp; Notes</b><br><i>(All Teachers)</i> |
|-------------|--|--|--|--|--|
| M<br>O<br>N | <b>Day #1</b><br>I can calculate the volume of prisms and pyramids by multiplying the area of the base polygon with the height of the prism/pyramid. | <b>Opening Strategy:</b><br><a href="#">Cycle 14 day 1</a><br><b>Core Lesson Activities:</b><br><a href="#">Slideshow</a><br>- Might take 2 days<br><b>Summarizing Activity:</b><br>IXL-7JB, URT<br>Goblin Infinite mode | <b>SWD Differentiation Strategy:</b><br><ul style="list-style-type: none"> <li>Printed hand out</li> </ul> <b>Inclusion Teacher Role:</b><br><ul style="list-style-type: none"> <li>n/a</li> </ul> | Benchmark Review<br>- On goblin: level up activity<br><br>If done more composite figure practice<br>IXLs<br>-MRG<br>-NBA |  |
| T<br>U<br>E | <b>Day #2</b><br>I can calculate the volume of composite figures created from prisms and pyramids.   | <b>Opening Strategy:</b><br><a href="#">Cycle 14 day 2</a><br><b>Core Lesson Activities:</b><br><a href="#">Slideshow</a> Finish slides from yesterday<br>Practice Volumw with compound volume from the book             | <b>SWD Differentiation Strategy:</b><br>Printed handout<br>Group work<br><b>Inclusion Teacher Role:</b><br><ul style="list-style-type: none"> <li>n/a</li> </ul>                                   |  |  |

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|             |   | Goblin review activity<br><b><u>Summarizing Activity:</u></b><br>Goblin Study Guide  |  |   |  |
| W<br>E<br>D | I can show my understanding of surface area, volume, and circles. | <b><u>Opening Strategy:</u></b><br><a href="#">Cycle 14 day 3</a><br><b><u>Core Lesson Activities:</u></b><br><a href="#">Slideshow</a><br>- Test review<br><b><u>Summarizing Activity:</u></b><br>IXL           | <b><u>SWD Differentiation Strategy:</u></b><br>SEL checkin<br><b><u>Inclusion Teacher Role:</u></b><br>• n/a   |   |  |
| T<br>H<br>U | I can show my understanding of surface area, volume, and circles. | <b><u>Opening Strategy:</u></b><br>Test review<br><b><u>Core Lesson Activities:</u></b><br>- <a href="#">Slideshow</a><br>- <a href="#">Test</a> - mastery connect<br><b><u>Summarizing Activity:</u></b><br>IXL | <b><u>SWD Differentiation Strategy:</u></b><br>Spiral review<br><b><u>Inclusion Teacher Role:</u></b><br>• n/a |   |  |
| F<br>R<br>I | I can show my understanding of surface area, volume, and circles. | <b><u>Opening Strategy:</u></b><br><a href="#">Cycle 14 day 5</a><br><b><u>Core Lesson Activities:</u></b><br>Benchmark review (same as 7th)<br><b><u>Summarizing Activity:</u></b>                              | <b><u>SWD Differentiation Strategy:</u></b><br><br><b><u>Inclusion Teacher Role:</u></b><br>• n/a              | <ul style="list-style-type: none"> <li>• SEL Mini Lessons</li> <li>• Goal Setting</li> <li>• Reward Time</li> <li>• School Surveys</li> <li>• School To-Do's</li> </ul> |  |