Lesson Plans 2025-2026 **Week:** #10 – (October 13- Oct. 17) **Teacher**: Mullinnix, Ouzts, Rank **Subject**: Math- 7th Grade

Unit Title:	**Solve problems involving geometry** [Yearly Pacing] [Unit 3 pacing guide]	
Unit Vocabulary:	Adapt Transform Display Identical Accurate Inspection Denote Explicit 0 Compute Reinforce Clarify Presume	Equivalent ratios Proportion Unit Rate Function Proportional Relationships Constant Ratio Constant of Proportionality Proportional Non Proportional Relationship

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
MON	Teacher Workday	**Opening Strategy:** **Core Lesson Activities:** **Summarizing Activity:**	**SWD Differentiation Strategy:** **Inclusion Teacher Role:**	All operations focus on adding subtracting multiplying and dividing Pp. 47,115,165 in book (pick and choose) - Non calculator - fractions and decimals Only Math teachers will be assigning IXL's for science teachers to do this week in level up to help prepare for math benchmark (no-calculator)-TB7,WSD,NGL,VFX	Grade on 10/16 Benchmark Tues. 10/21

				Scale practice: SJ9,84H,KCM,XHM	
T U E	I can identify and interpret the constant of proportionality in equations in the form of y=kx. , as well as understand the relation between y=kx and k=yx . I can make real-world connections to represent and solve proportional relationships with the equation y=kx.	**Opening Strategy:** Warm up Cycle 5 Day 1 **Core Lesson Activities:** Slideshow Unit 3 lesson 4 day 1 **Summarizing Activity:** Aleks - Reward if goals are met	**SWD Differentiation Strategy:** - Guided notes, students will work on their level in ALEKS learning path. **Inclusion Teacher Role:** ● Stein will provide extra help/attention as needed	All students called to Glover's assembly. Then girls stay with Stein to make groups.	
W E D	I can identify and interpret the constant of proportionality in equations in the form of $y = kx$. , as well as understand the relation between $y = kx$ and $k = \frac{y}{x}$. I can make real-world connections to represent and	**Opening Strategy:** Wellness Wed Cycle 5 day 2 **Core Lesson Activities:** Slideshow Lesson 4 - Represent Proportional Relationships with Equations (day 2) **Summarizing Activity:** Teacher will do an IXL group jam on proportions ZUT or RMH (there is a grade on these tomorrow so it will be good practice)	**SWD Differentiation Strategy:** SEL check, IXL group jam game, work in books, partner questions **Inclusion Teacher Role:** ● Stein will provide extra help/attention as needed	Stein calls boys to cafe to make groups for trip	

	solve proportional relationships with the equation $y = kx$.				
T H U	I can find the constant of proportionality from a graph and interpret graphs	**Opening Strategy Ouzts slides** Cycle 5 day 3 **Core Lesson Activities:** slideshow IXL assigned- for a minor grade (get to 80) ZUT- inclusion only RMH **Summarizing Activity:** Start review if time (use IXL's from level up or integer blookets)	**SWD Differentiation Strategy:** Self paced IXL practice that includes worked examples and video explanations, modifications for inclusion classes **Inclusion Teacher Role:** ● Stein will provide extra help/attention as needed	Writing TDA (short classes)	
F R I	I can review my Q1 material to prepare for the benchmark.	**Opening Strategy:** Cycle 5 day 4 **Core Lesson Activities:** **Slideshow** Benchmark review (Geometry) **Summarizing Activity:** None - get as far as you can in review	**SWD Differentiation Strategy:** Spiral review of Q1 material **Inclusion Teacher Role:** ● Stein will provide extra help/attention as needed		

Don't forget to do 2 CFAs in Q2.