



<b>Unit Title:</b>	Math Introduction
<b>Unit Vocabulary:</b>	Exploring, Thinking, Explaining, Sharing, Patterns, Reveal, Aleks, Growth, Standards, Skills, Norms, Expectations
<b>Upcoming Common Assessments (MasteryConnect):</b>	Aleks Initial Knowledge Check Tuesday in Math, continued Wednesday and Thursday in OnTrack as needed.  <b><i>Due to issues with Aleks and timing, W-F plans have been moved to future weeks</i></b>

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b> (Opening, may include "Scholar Starter")	<b>Learning Experience</b> (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b> (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b> (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard</b> (write out): Introductory topics  <b>Learning Objective</b> Skill (what), Content (why), Product (how):  I can set a goal and take steps to reach it so I learn how to work through challenges and finish what I start by filling out a Goal-Plan-Action graphic organizer.	<u>Be Curious:</u> "What do you notice/wonder?"  Think-pair-share  "I notice..."  "I wonder..."	<u><b>Standards Based Materials &amp; Resources:</b></u> Be Curious <a href="#">Picture</a> from McGraw Hill textbook <a href="#">AVID Goal Setting Activity</a> <u><b>Content/Academic Vocabulary:</b></u> Reveal, Aleks, Knowledge Check, Goals, Incentive, Growth <u><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></u> Sentence stems, goal idea cards, pre-introduce assessments from programs, graphic organizer <u><b>Opportunities to SWRL:</b></u> S-Think pair share, small group conversations W-Goal setting graphic organizer, sticky note activity R-Visual cues and sentence starters, graphic organizer, IEP goals, sticky notes L-Think Pair Share, Small group conversations, teacher led discussions, listening to peer's self-set goals <u><b>Costa's Levels of Thinking/Questioning:</b></u> <b>Level 1:</b> Recognize the Reveal and Aleks platform and functions <b>Level 2:</b> Construct their own math goals and plan steps	Teacher Observations in small group discussions.  Sticky Note Activity: Complete Sentences--  "My name is _____"  "I will _____ to help myself grow in math."	Sticky Note Activity Formative Assessment	<b>Think Pair Share</b>  <b>Sentence Stems</b>  <b>Goal Setting/GPA AVID Strategy</b>

			<p>for success</p> <p><b>Level 3:</b> Analyze their IEP goal</p> <p><b><u>Class Structure:</u></b></p> <p>1-Begin with Scholar Starter (5 mins)</p> <p>2- Introduce the Reveal Platform and Aleks system (5 mins)</p> <p>3-Talk about knowledge checks and growth pie (5 mins)</p> <p>4-In small groups, discuss goals. Each group will review their IEP goals first. Scholars will then work on creating a math goal for the year and then share/compare with their group/partners. (10 mins each part with short brain break in between 20 mins total)</p> <p>5-Present/brainstorm incentives for growth. Make Anchor Chart based on their ideas. (10 mins)</p> <p>6-To finish, scholars will complete the sticky note activity in small groups. (5 mins)</p>			
<b>T U E S D A Y</b>	<p><b>Standard</b> (write out): Introductory topics</p> <p><b><u>Learning Objective</u></b> Skill (what), Content (why), Product (how):</p> <p>I can show my current math ability by completing the Aleks Initial Knowledge Check</p>	<p><b><u>Be Curious:</u></b></p> <p>“What do you notice/wonder?”</p> <p>Think-pair-share</p> <p>“I notice...”</p> <p>“I wonder...”</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p>Be Curious <a href="#">Picture</a> from McGraw Hill textbook</p> <p>Aleks Initial Knowledge Check</p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Aleks, Knowledge Check, Ability, Growth</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>Accommodations in Aleks</p> <p>Sentence Stems</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p>S-Think Pair Share activities</p> <p>W-Effort Commitment Cards/reflection cards</p> <p>R-Aleks Knowledge Check</p> <p>L-Think Pair Share, Aleks Knowledge Check (if using oral accommodations), teacher instruction</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1:</b> What is a knowledge check?</p> <p><b>Level 2:</b> Scholar thinking during knowledge check</p> <p><b>Level 3:</b> Reflect on their effort during knowledge check</p> <p><b><u>Class Structure:</u></b></p> <p>1-Begin with Scholar Starter (5 mins)</p>	Aleks Initial Knowledge Check	High Cincos Brain Break	<p><b>Think Pair Share</b></p> <p><b>Sentence Stems</b></p>

			<p>2-Review what the Aleks Initial Knowledge Check is and incentives available to students who show growth (5 mins). Make sure the Read &amp; Write chrome extension is installed (done during Monday OnTrack).</p> <p>3-Fill out <a href="#">commitment cards</a>. Take Aleks Initial Knowledge Check. Fill out <a href="#">reflection</a> cards. (40 mins)</p> <p>4-Wrap up with “High Cincos” brain break</p>			
W E D N E S D A Y	<p><b>Standard</b> (write out): Introductory Topics</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how):</p> <p>I can recognize what math is and why it is important for my life by identifying and explaining ways I use math every day.</p>	<p><a href="#">Be Curious:</a></p> <p>“What do you notice/wonder?”</p> <p>Think-pair-share</p> <p>“I notice...”</p> <p>“I wonder...”</p>	<p><b>Standards Based Materials &amp; Resources:</b></p> <p>Be Curious <a href="#">Picture</a> from McGraw Hill textbook</p> <p>Puzzle Activity</p> <p><b>Content/Academic Vocabulary:</b></p> <p>Math, problem solving, perseverance</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <p>Sentence Stems, Visuals, Dictation in small groups, Word Banks</p> <p><b>Opportunities to SWRL:</b></p> <p>S: Think-pair-share, talking with partners in match activity and their group during puzzle activity</p> <p>W: Whiteboard activity, Sentence starters, exit tickets</p> <p>R: Reading visuals and sentence starters</p> <p>L: Think pair share, Listening to partners/groups, listening to teacher instruction</p> <p><b>Costa's Levels of Thinking/Questioning:</b></p> <p><b>Level 1:</b> Identify ways math is used when looking at different pictures</p> <p><b>Level 2:</b> Connect how a puzzle reflects math problem solving</p> <p><b>Level 3:</b> Why is math important for your everyday life?</p> <p><b>Class Structure:</b></p> <p>1-Begin with Scholar Starter (5 mins)</p> <p>2-Large Group Activity: Where do we see math? Sentence Starters to help scholars. Create Anchor Chart together with examples (10 mins)</p> <p>3-Math Match Activity: match cards with <a href="#">examples</a> of math in our lives (measuring cups, scoreboards,</p>	<p>Teacher Observation during class discussions.</p> <p>Exit Ticket: Completed in small groups, answer two questions:</p> <p>-Do you enjoy math? Why/why not?</p> <p>-Why is math important for your life?</p>	<p>Whiteboard Activity: Independently write or draw one way they used math today.</p> <p>Include example images and sentence starters as supports.</p>	<p><b>Whiteboard Activity</b></p> <p><b>Find your match Activity</b></p> <p><b>Think-pair-share</b></p> <p><b>Exit Tickets</b></p>

			<p>ruler, coins, etc). scholars find their match, then discuss how it uses math. Sentence Starters to help scholars (“This uses math by_____” or “I think I would need math for this because_____”. Call on a few groups to share (10 mins)</p> <p>–MINDFULNESS ACTIVITY: 4-3-2-1 Senses (4 things you see, 3 things you feel, 2 things you hear, 1 thing you smell) (5 mins)</p> <p>4-Puzzle Activity: In small groups, scholars complete puzzles. After completing, they discuss how doing a puzzle is like doing math (problem solving, finding the missing pieces, etc). Sentence Starters to help scholars (“I think math is like a puzzle because_____”). Class discussion to finish (10 mins)</p> <p>5-Independently on whiteboards, using a sentence starter (“Today I used math when I _____”) or by drawing images, scholars write or draw one way they used math today. (5 mins)</p> <p>6-In small groups, scholars work with a teacher/para to answer exit ticket questions. (5 mins)</p>			
<b>T H U R S D A Y</b>	<p><b>Standard</b> (write out):</p> <p>Introductory Topics</p> <p><b>Learning Objective</b></p> <p>Skill (what), Content (why), Product (how):</p> <p>I can understand that math is more than just getting answers by exploring, explaining, sharing, noticing</p>	<p><u>Be Curious:</u></p> <p>“What do you notice/wonder?”</p> <p>Think-pair-share</p> <p>“I notice...”</p> <p>“I wonder...”</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p>Be Curious <a href="#">Picture</a> and “which doesn’t belong” image from the McGraw Hill textbook</p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Explain, Explore, Share, Notice, Patterns,</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>Sentence Stems, Visuals, Dictation in small groups, Word Banks</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p>S-scholars will speak through think pair share activities, in small groups, and the summarizing conversation</p> <p>W-scholars will write in the math attitude survey and the exit ticket</p> <p>R-Scholar Starter, Math Attitude Survey</p> <p>L-Think pair share, scholars have to listen to</p>	<p>Math Attitude Survey</p> <p>Teacher Observation during conversations</p> <p>Exit Ticket: Completed in small groups, answer two questions:</p> <p>-Which skill (exploring, explaining,</p>	<p>Whole Group Reflection Questions:</p> <p>“Which activity helped you feel like a math explorer today?”</p> <p>“When did you have to explain or share your thinking?”</p>	<p>Become a Detective Activity</p> <p>Think Pair Share</p>

	<p>patterns, comparing ideas, and describing my thinking through small group activities.</p>	<p>partners, including when they have to share what their partners said. scholars listen to each other's reasonings in most activities.</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1:</b> Draw shapes from verbal instructions</p> <p><b>Level 2:</b> Predict the next step in a pattern</p> <p><b>Level 3:</b> Compare and Contrast different shapes</p> <p><b><u>Class Structure:</u></b></p> <p>1-Begin with Scholar Starter (5 mins)</p> <p>2-Large Group Activity: Look at 4 images from McGraw Hill curriculum and think about which doesn't belong. In partners, discuss which one doesn't belong (use sentence starters for discussion: "I think that ____ doesn't belong because _____"), and why they picked it. Call on a few groups to share their partner's answer. (5 mins)</p> <p>3-Small Group rotation #1: Group A completes the math attitude survey from McGraw Hill Textbook. Group B completes "Be a Detective" <a href="#">activity</a> by analyzing patterns and writing what comes next. (10 mins then rotate~20 mins total)</p> <p>4-Small Group rotation #2: Group A completes a compare and contrast activity of two shapes. Group B listens to the teacher describe a shape, then draw what they hear. Using sentence starters, they discuss and defend why they drew what they did. <a href="#">Shape Drawing Activity</a> (5 mins then rotate~10 total)</p> <p>5-scholars answer summarizing questions in a large group. (5 mins)</p> <p>6- scholars complete the exit ticket in small groups (5 mins)</p>	<p>sharing, noticing patterns) is a strength for you?</p> <p>-Which is hard for you?</p>		
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<b>F R I D A Y</b>	<p><b>Standard</b> (write out):</p> <p>Introductory Topics</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p> <p>I can recognize the behaviors that support a productive classroom learning environment by creating a list of class norms for math.</p>	<p><u>Be Curious:</u></p> <p>“What do you notice/wonder?”</p> <p>Think-pair-share</p> <p>“I notice...”</p> <p>“I wonder...”</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p>-Be <u>curious</u> activity from McGraw Hill Textbook</p> <p>-Activity Based Exploration: <u>Pattern Blocks</u> from Textbook.</p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Norms, learning environment, listening, working together, tools, problem solving</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>Use of manipulatives in activity</p> <p>Small Group discussion/dictation</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p>S-Group Activity, Small Group Discussion about Norms, Summarizing Activity</p> <p>W-Class norms worksheet from their workbooks</p> <p>R-Worksheets, Math packets, Class Norms anchor chart drop in reading</p> <p>L-Discussion in group activity, activity debrief, class norms discussion, summarizing activity</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1:</b> What is a class norm?</p> <p><b>Level 2:</b> Create a list of class norms for math</p> <p><b>Level 3:</b> Analyse how these norms help us succeed together in math</p> <p><b><u>Class Structure:</u></b></p> <p>1-Begin with Scholar Starter (5 mins)</p> <p>2-Large Group Activity: In groups of 3, scholars use the “Pattern Blocks” resource from McGraw Hill textbook to create an image that looks like an animal of their choice using at least one of each type of pattern block. Class debrief after to connect activity to math. (Ex: What can you do when you are frustrated? What can you do to be a good listener? What can you do to stay focused on your work? Etc.) (15 mins)</p> <p>3-Transition to small groups. Group A discusses class norms for math that address how we work together, what a good listener does, how we use</p>	<p>Teacher observation during small group discussion</p> <p>Exit Ticket: On a post-it note, draw a face indicating how you feel about math class after this week.</p>	<p>Create a Class Norms Anchor Chart: After brainstorming class norms in small groups, scholars will have a large group discussion where we make an anchor chart for our classroom with the norms listed out. Once finished, scholars will participate in a drop in reading activity where the teacher reads part of the anchor chart and students read highlighted words.</p>	<p><b>Think Pair Share</b></p> <p><b>Drop in reading</b></p> <p><b>Exit Tickets</b></p>
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			math tools, and what we do when we're stuck. Group B begins to introduce <a href="#">Small Group Math Packets</a> . (10 mins each then rotate~20 mins total) 4-Summarizing Activity (10 mins) 5-Exit Ticket (5 mins)			
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