Crossman, Harris, Graber, McCord **Math 7: Week 23 - Draft** **2/22/2021**

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Targets	**Today I am**... learning about percent of a number. **So that I can**...lean to calculate percent of a value. **In order to**...solve increasingly complex real-world problems	**Today I am**... learning about percent of a number. **So that I can**...lean to calculate tax, tips, and mark-ups **In order to**...solve increasingly complex real-world problems		**Today I am**... learning about percent of a number. **So that I can**...learn to calculate discounts **In order to**...solve increasingly complex real-world problems	**Today I am**... learning about art, business, and math. **So that I can**...have a better understanding of the integration of art business and math. **In order to**...blend fundamentals of art and math to better communicate with real-word
Opening:	**Warm Up:** Re-teach converting % to decimals and decimals to %.	**Warm Up:** 3 problems with Percent equation – solve for part, percent and whole	**Warm Up:** Rounding decimals	**Warm Up:** 4 Tax, Tip, Markup & % Equation.	**Warm Up:** 3 problems with Percent equation – solve for part, percent and whole
Lesson Plan (include strategies)	**Lesson 15:** What, is and of – the percent equation. Translate what as the variable, of as multiplication, and is as equal to solve a variety of percent problems including solving for the part, the percent, and the whole. Students will use previous skills solving 1-step equations, multiplying decimals, and dividing decimals. **CW:** Work along problems with teacher notes, teacher feedback, whole group, and direct instruction. Modeling, guided practice, and direct instruction. **HW**: WS: L1 Part, Percent, whole. .	**Review HW**: WS: L1 Part, Percent, whole **Lesson 16:** Tax, Tip, Mark Up + extension to Commission. Define Vocab with examples so student understand these are additions to the base number. We will calculate the part separately and add to the base number to find our solution. **CW:** Work along problems with teacher notes, teacher feedback, whole group, and direct instruction with one extension problem to pre-teach two-part percent problems. **WS** – Skills Practice Sales Tax, Tips, and Markup (16 problems) Modeling, guided practice, and direct instruction. **HW**: WS: Skills Practice Sales Tax, Tips (13 problems)	**Lesson Live**: Voluntary help/small group session from 1:00 -1:50 PM	**Review HW**: Skills Practice Sales Tax, Tips (13 problems) **Lesson 17:** Discount Mark Down. Define Vocab with examples so student understand these are subtractions from the base number. We will calculate the part separately and subtract it from the base number to find our solution. **CW:** Work along problems with teacher notes, teacher feedback, whole group, and direct instruction **WS** – Skills Practice Discount (16 problems) Modeling, guided practice, and direct instruction. **HW**: WS: Skills Practice Sales Tax, Tips (10 problems – do not do problems 11-13).	**Review HW**: WS: Skills Practice Sales Tax, Tips (10 problems – do not do problems 11-13). **Lesson 17.2:** Tax, Tip, Discount Activity. Students will design an appealing menu for a restaurant complete with outside artwork, interior artwork, menu items including prices. Students may research menus of existing restaurants as needed. After the menu is completed, students will process an order given to them by the teacher, utilizing tax, tip, and discounts. **CW:** Design and Create an appealing menu, complete with menu items and prices. **HW**: Process an order with tax , tip and discount

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Closing:	Poll the class	Poll the class		Poll the class	Poll the class
Assessment:	Graded Assignment	Graded Assignment		Graded Assignment	Menu and accuracy of order ticket.
Differentiation and Specialized instruction	Questioning Routine based on readiness. Reteaching + cementing fundamentals not mastered in previous grades. Wednesday: Differentiated Small Group Instruction as required. Modeling, reteach, direct instruction.	Questioning Routine based on readiness. Reteaching + cementing fundamentals not mastered in previous grades. Wednesday: Differentiated Small Group Instruction as required. Modeling, reteach, direct instruction.		Questioning Routine based on readiness. Reteaching + cementing fundamentals not mastered in previous grades. Wednesday: Differentiated Small Group Instruction as required. Modeling, reteach, direct instruction.	Student choice over the level os sophistication of numbers chosen. Differentiated Small Group Instruction as required. Modeling, reteach, direct instruction.
STEAM connections	**Science/ Engineering/Art/Math** – calculating the percent of a value is vital in many areas of Science, Engineering, and Math with many real-world applications.	**Science/ Engineering/Art/Math** – calculating the percent of a value is vital in many areas of Science, Engineering, and Math with many real-world applications.		**Science/ Engineering/Art/Math** – calculating the percent of a value is vital in many areas of Science, Engineering, and Math with many real-world applications.	**Art/Math/Business** – A blend of art, graphic design, business, and math is an effective way to communicate numbers in an appealing manner with the real world.
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