

ORIGINAL LESSON PLAN

School:	Allapattah MS	Subject:	Math – 6 th Grade Intensive	Teacher:	Ms. Hines & Ms. Rogel	Date:	9/10/13
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OBJECTIVE: MWBAT compare and order decimals using base-ten blocks. <i>Secondary: MWBAT read and write in the language of math (translate words to numbers and expressions)</i>	BENCHMARK: Topic 2 – Lesson 1 MA.6.A.5.2 Section 3-1 <i>Secondary: MA.6.A.3.1</i>	CCSS MATH PRACTICE (1-8): CC MP.1 - Make sense of problems and persevere in solving them CC MP.2 - Reason abstractly and quantitatively
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BELLRINGER
 Look at a word problem and translate it into symbols and numbers.

ASSESSMENT “Begin with the End in Mind”
See exit ticket

ESSENTIAL QUESTION
 What are the benefits of the decimal system?

HIGHER ORDER QUESTION(S)
 What is the difference between writing numbers BEFORE the decimal compared to numbers AFTER the decimal?
 How can we tell the value of a number based on place value?

VOCABULARY

- Decimal
- Place Value

HOMEWORK

BELLRINGER & FLUENCY	0-10
1. Bellringer 2. Go over Bellringer 3. Mad Math Minute <ol style="list-style-type: none"> a. “Ready” – pick up pencil, “Set” – raise above head”, “Go” – begin! b. Record results on spreadsheet and in fluency tracker 	

WHOLE GROUP INSTRUCTION	10-30
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Look at decimals

- What does place value mean?
- Put 3 numbers on the board (500, 50, 5) – which number is the biggest? Smallest? How do you know?
- Now look at (500, 50.0, 5.00) – is this okay? Why is this important? Think about the definition of place value. Define.
- Then look at 3 new numbers (15.9, 1.59, .159) – which number is biggest? Smallest? How do you know?
- Define decimal - “As we move left each position, we are getting 10 times bigger. BUT there are things that are smaller than the ones place. If we can move 10 times bigger to the left, then that means we will get 10 times smaller if we move to the RIGHT.”

Manipulatives

- Pass out hundreds blocks – say that square = 1, rod = 0.1, unit = 0.01
- Use different combinations to create some numbers 4, 0.2, 0.07, 1.1, 2.03, 2.14, 0.58
- Model the problems on the board while students do it with their blocks
- Now give two numbers and have students use their blocks to build them
- Decide which one is bigger? Have a debate – **just prove it!** Look at the fact that the bigger block matters most so first the square, then the rods, then the units

Notes in Notebook

- Put in definitions (place value, and decimal)
- Look at place value chart - Plot the number on the place value chart & example relationship to the hundreds blocks

GROUP 1 –	30-50
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4. Individual work on packet 3-1
5. Looking at multiple choice problems
6. Focus on the place value chart

GROUP 2 –	50-70
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7. Hook: We need to be able to compare decimals and this is something we do all the time when using money. We want to make sure we are not getting ripped off when someone gives us change so we should know that .01 is less than .10

Solve the following teacher guided problems:


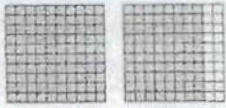
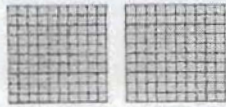
8. Place Value Chart: making the decimals the same length (insert zeros)
 - a. Look at the numbers 1.2, 1.02, 1.002. Plot them on the same placevalue chart. Which one is bigger? How do you know? (insert zeros to compare them)
 - b. Try another example: 3.4, 3.05, 3.006
9. Plot the points on a number line/ say which is greater
 - a. Look at the numbers 0, 0.5, and 1. How can you plot them on the number line? Then add in .25 and .75 (these should be numbers we already know – think about quarters/money)
 - b. Then on the 2nd number line, look at the numbers .001 and .999 Where are these numbers close to?
 - c. On the 3rd number line, order the following numbers: 0.3, 1.2, 2.08, 3.5. Start by plotting numbers you already know – 0, 1, 2, 3, 4. Then insert the decimal numbers
 - d. On the 4th number line, order the following numbers in pairs: 0.37 and 0.9, 0.206 and 0.5, 1.056 and 1.1 → talk about why the first number is smaller even though the numbers behind the decimal are bigger (eg. .37 is smaller than .9 even though 37 is bigger than 9)
10. Look at the multiple choice problems. Which strategy would help you solve it (hundreds blocks, place value chart, or number line → this can be different for each student)
11. If time, do a few more problems using white boards

12. Take exit ticket
13. Answer the essential and higher order thinking questions.
14. Clean up, line up, class creed



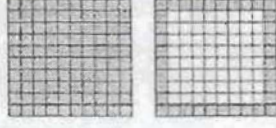
3-1 Representing, Comparing, and Ordering Decimals
Independent Work

STATION 1

Activity 1. Write the decimals that is represented by each model.

<p>1 </p> <p><i>2 columns and 4 squares are shaded.</i> So the model represents 0.24.</p>	<p>2 </p> <p><i>1 whole grid and 8 columns are shaded.</i> So the model represents _____</p>	
<p>3 </p> <p><i>2 whole grids, 3 columns, and 7 squares are shaded.</i> So the model represents _____</p>		

Solve! Write the decimals that is represented by each model.

<p>1. </p> <p>_____</p>	<p>2. </p> <p>_____</p>	<p>3. </p> <p>_____</p>
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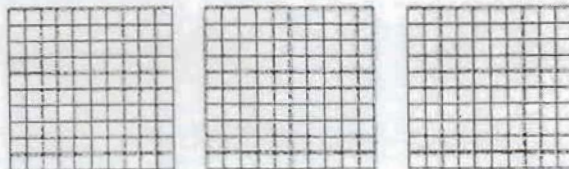
Activity 2. Use the decimal grid to model each decimal.

1 0.42

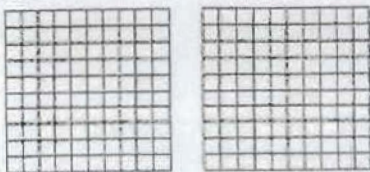


Shade 4 columns and 2 squares.

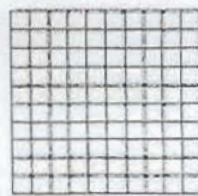
3 2.75



2 1.88

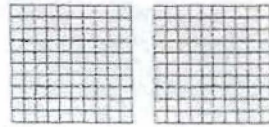


4 0.53



Just Prove It!

1. Explain how a decimal grid can show that $0.30 = 0.3$



2. Explain why 0.5 is greater than 0.29 even though 29 is greater than 5.

3. Which decimal has the least value: 0.29, 2.09, 2.009, and 0.029 ? _____

How do you know? _____

STATION 2





20) Which list of decimal number is ordered from GREATEST to LEAST?

- F. 0.834, 0.8, 0.083, 8.34
- G. 80.340, 80.3, 8.340, 0.834
- H. 0.834, 8.340, 80.3, 800.34
- I. 80.34, 8.34, 0.83, 0.834

Which list of decimal numbers is ordered from LEAST to GREATEST?

- A. 7.016, 70.106, 70.061, 7006.1
- B. 70.061, 7006.1, 7.016, 70.106
- C. 70.061, 7.016, 7006.1, 70.106
- D. 7.016, 70.061, 70.106, 7006.1

Teacher Schedule

Scenario: 2013-2014 Active Schedule

School Year 2014

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	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
Electives COLE, DONALD	T01-05 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T1] T02-03 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T2]	Free	T01-06 Fundamentals of Culinary Careers and Career Planni 1219 30 of 0 [T1] T02-04 Fundamentals of Culinary Careers and Career Planni 1219 30 of 0 [T2]	T01-03 Fundamentals of Culinary Careers and Career Planni 1219 24 of 0 [T1] T02-01 Fundamentals of Culinary Careers and Career Planni 1219 24 of 0 [T2] X01-04 Introduction to Agriculture, Food and Natural Reso 1219 1 of 0 [T1] X02-04 Introduction to Agriculture, Food and Natural Reso 1219	T01-04 Fundamentals of Culinary Careers and Career Planni 1219 20 of 0 [T1] T02-05 Fundamentals of Culinary Careers and Career Planni 1219 20 of 0 [T2] X01-05 Introduction to Agriculture, Food and Natural Reso 1219 13 of 0 [T1] X02-05 Introduction to Agriculture, Food and Natural Reso 1219	T01-07 Fundamentals of Culinary Careers and Career Planni 1219 28 of 35 [T1] T02-06 Fundamentals of Culinary Careers and Career Planni 1219 28 of 0 [T2] X01-01 Introduction to Agriculture, Food and Natural Reso 1219 3 of 30 [T1] X02-01 Introduction to Agriculture, Food and Natural Reso 1219	T01-02 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T1] T02-02 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T2] X01-03 Introduction to Agriculture, Food and Natural Reso 1219 5 of 0 [T1] X02-03 Introduction to Agriculture, Food and Natural Reso 1219	T01-01 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T1] T02-07 Fundamentals of Culinary Careers and Career Planni 1219 23 of 0 [T2] X01-02 Introduction to Agriculture, Food and Natural Reso 1219 0 of 30 [T1] X02-02 Introduction to
Electives FLEMING, LEOHA	P12-04 M/J Fitness - Grade 6 1194 21 of 0 [T1] P13-04 M/J Fitness - Grade 6 1194 21 of 0 [T2]	P12-01 M/J Fitness - Grade 6 1194 29 of 0 [T1] P13-01 M/J Fitness - Grade 6 1194 29 of 0 [T2]	P12-02 M/J Fitness - Grade 6 1194 39 of 0 [T1] P13-02 M/J Fitness - Grade 6 1194 39 of 0 [T2]	Free	P12-05 M/J Fitness - Grade 6 1194 16 of 0 [T1] P13-05 M/J Fitness - Grade 6 1194 16 of 0 [T2]	P12-03 M/J Fitness - Grade 6 1194 37 of 0 [T1] P13-03 M/J Fitness - Grade 6 1194 37 of 0 [T2]	Free	P12-06 M/J Fitness - Grade 6 1194 25 of 0 [T1] P13-06 M/J Fitness - Grade 6 1194
Electives OLIVER, VELDREANA	A32-08 M/J Creative Writing 1 1192 19 of 0	P21-01 M/J Fitness 1192 28 of 0 [T1] P22-01 M/J Fitness 1192 28 of 0 [T2]	X11-01 M/J Adaptive Physical Education I.E.P. 1192 3 of 0	P21-03 M/J Fitness 1192 30 of 0 [T1] P22-03 M/J Fitness 1192 30 of 0 [T2]	P21-02 M/J Fitness 1192 31 of 0 [T1] P22-02 M/J Fitness 1192 31 of 0 [T2]	Free	P21-04 M/J Fitness 1192 32 of 0 [T1] P22-04 M/J Fitness 1192 32 of 0 [T2]	P21-05 M/J Fitness 1192 38 of 0 [T1] P22-05 M/J Fitness 1192 38 of 0 [T2]

Teacher Schedule

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Electives ROLLE, LAWRENCE	H01-01 M/J MUSIC APPRECIATION 1215 26 of 0	H01-04 M/J MUSIC APPRECIATION 1215 34 of 0	H01-05 M/J MUSIC APPRECIATION 1195 31 of 0	H01-06 M/J MUSIC APPRECIATION 1195 24 of 0	Free	Free	H01-02 M/J MUSIC APPRECIATION 1215 21 of 0	H01-03 M/J MUSIC APPRECIATION 1215 27 of 0

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ESOL BAKER ALCIDE, MARKICHA	L20-01 M/J Language Arts 2 Through ESOL 1133 25 of 0	L46-01 M/J Developmental Language Arts Grade 6 1133 5 of 0 L47-01 M/J Developmental Language Arts Grade 7 1133 6 of 0 L48-01 M/J Developmental Language Arts 8th 1133 5 of 0	Free	G01-01 Advanced Academics: 6-8 1134 5 of 0	L10-01 M/J Language Arts 1 Through ESOL 1133 21 of 0	G01-02 Advanced Academics: 6-8 1134 11 of 0	L30-01 M/J Language Arts 3 Through ESOL 1134 28 of 0	L26-01 M/J Developmental Language Arts Grade 6 1133 9 of 0 L27-01 M/J Developmental Language Arts Grade 7 1133 3 of 0 L28-01 M/J Developmental Language Arts Grade 8 1133 4 of 0
ESOL BETHEL, COURTNEY	L20-01 M/J Language Arts 2 Through ESOL 1133 25 of 0	L46-01 M/J Developmental Language Arts Grade 6 1133 5 of 0 L47-01 M/J Developmental Language Arts Grade 7 1133 6 of 0 L48-01 M/J Developmental Language Arts 8th 1133 5 of 0	Free	L16-01 M/J Developmental Language Arts Grade 6 1133 5 of 0 L17-01 M/J Developmental Language Arts Grade 7 1133 9 of 0 L18-01 M/J Developmental Language Arts Grade 8 1133 13 of 0	L10-01 M/J Language Arts 1 Through ESOL 1133 21 of 0	L36-01 M/J Developmental Language Arts Grade 6 1133 2 of 0 L37-01 M/J Developmental Language Arts Grade 7 1133 7 of 0 L38-01 M/J Developmental Language Arts Grade 8 1133 6 of 0	L30-01 M/J Language Arts 3 Through ESOL 1134 28 of 0	L26-01 M/J Developmental Language Arts Grade 6 1133 9 of 0 L27-01 M/J Developmental Language Arts Grade 7 1133 3 of 0 L28-01 M/J Developmental Language Arts Grade 8 1133 4 of 0

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TEACHERS	CLASSES							
Language Arts BERTANI, KIANIRA	A12-01 M/J Personal, Career, and School Development Skill 1167 16 of 0	A12-02 M/J Personal, Career, and School Development Skill 1167 20 of 0	A12-03 M/J Personal, Career, and School Development Skill 1167 24 of 0	A13-01 M/J Personal, Career, and School Development Skill 1167 15 of 0	A12-04 M/J Personal, Career, and School Development Skill 1167 12 of 0	A12-05 M/J Personal, Career, and School Development Skill 1167 18 of 0	Free	A12-06 M/J Personal, Career, and School Development Skill 1167 16 of 0
Language Arts BESANT, JANNA	A30-03 M/J Language Arts 3 1149 19 of 0	A30-02 M/J Language Arts 3 1149 22 of 0	A31-02 M/J Language Arts 3, Advanced 1149 26 of 0	A30-01 M/J Language Arts 3 1149 21 of 0	A30-04 M/J Language Arts 3 1149 18 of 0	A31-01 M/J Language Arts 3, Advanced 1149 26 of 0	Free	Free
Language Arts FUSON, CATHERINE	A10-03 M/J Language Arts 1 1164 13 of 0	A10-02 M/J Language Arts 1 1164 14 of 0	A11-01 M/J Language Arts 1, Advanced 1164 12 of 0	A10-01 M/J Language Arts 1 1164 17 of 0	Free	A11-02 M/J Language Arts 1, Advanced 1164 8 of 0	A11-03 M/J Language Arts 1, Advanced 1164 12 of 0	Free
Language Arts GANIT, ASHLEY	Free	A20-01 M/J Language Arts 2 1140 24 of 0	I22-01 M/J Intensive Reading Enrichment 7 1140 23 of 0	A21-02 M/J Language Arts 2, Advanced 1140 14 of 0	A20-02 M/J Language Arts 2 1140 24 of 0	A21-01 M/J Language Arts 2, Advanced 1140 15 of 0	A21-03 M/J Language Arts 2, Advanced 1140 10 of 0	Free

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TEACHERS	CLASSES							
Language Arts THOMPSON, ELIZABETH	A32-01 M/J Creative Writing 1 1151 21 of 0	A32-02 M/J Creative Writing 1 1151 17 of 0	A32-03 M/J Creative Writing 1 1151 27 of 0	A32-04 M/J Creative Writing 1 1151 26 of 0	A32-05 M/J Creative Writing 1 1151 17 of 0	Free	A32-07 M/J Creative Writing 1 1151 13 of 0	Free

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TEACHERS	CLASSES							
Mathematics AMAYA, LIZ	B41-02 Algebra 1 Honors 1233 17 of 0	B41-03 Algebra 1 Honors 1233 20 of 0	Free	B41-01 Algebra 1 Honors 1233 18 of 0	B30-01 M/J Pre- Algebra 1233 22 of 0 J32-01 M/J Pre- Algebra 1223 0 of 0	B30-05 M/J Pre- Algebra 1233 25 of 0	B30-04 M/J Pre- Algebra 1233 26 of 0	B30-08 M/J Pre- Algebra 1233 17 of 0
Mathematics CHEVEULON, KENVY	B22-01 M/J Intensive Mathematics 1232 21 of 0	B22-02 M/J Intensive Mathematics 1232 22 of 0	Free	B22-03 M/J Intensive Mathematics 1232 13 of 0 K23-01 M/J Intensive Mathematics 1232	B22-04 M/J Intensive Mathematics 1232 12 of 0 W23-01 M/J Intensive Mathematics 1232	B22-05 M/J Intensive Mathematics 1232 24 of 0	B22-06 M/J Intensive Mathematics 1232 21 of 0	B30-02 M/J Pre- Algebra 1232 12 of 0
Mathematics DAVIGLUS, ELAN	E10-02 M/J Mathematics I IPREP Grade 6 1249 21 of 0 J12-01 M/J Mathematics 1 1249 1 of 0	E10-03 M/J Mathematics I IPREP Grade 6 1249 24 of 0 E11-02 M/J Math1,Adv. IPREP Grd 6 1249 2 of 0	Free	Free	E10-05 M/J Mathematics I IPREP Grade 6 1249 8 of 0 E11-01 M/J Math1,Adv. IPREP Grd 6 1249 18 of 0 K12-01 M/J Mathematics 1 1249	Free	E10-06 M/J Mathematics I IPREP Grade 6 1249 17 of 0	E10-04 M/J Mathematics I IPREP Grade 6 1249 22 of 0
Mathematics JOPSON, KATELYN	E21-03 M/J Math2, Adv. IPREP7 1249 28 of 0	E21-01 M/J Math2, Adv. IPREP7 1249 20 of 0	Free	Free	E20-05 M/J Math2 iPrep7 1249 17 of 0	Free	E20-04 M/J Math2 iPrep7 1249 20 of 0 E20-06 M/J Math2 iPrep7 1249 24 of 0	E20-07 M/J Math2 iPrep7 1249 35 of 0

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TEACHERS	CLASSES							
Mathematics POWELL- WILLIAMS, VICKI	B32-02 M/J Intensive Mathematics 1222 22 of 0	B32-05 M/J Intensive Mathematics 1222 19 of 0	Free	Free	B32-04 M/J Intensive Mathematics 1222 14 of 0	B32-01 M/J Intensive Mathematics 1222 24 of 0 K33-01 M/J Intensive Mathematics 1225	B32-03 M/J Intensive Mathematics 1222 21 of 0	B32-06 M/J Intensive Mathematics 1222 22 of 0
Mathematics ROGEL, HILLA	B12-02 M/J Intensive Mathematics 1226 12 of 0	B30-03 M/J Pre- Algebra 1224 26 of 0	Free	B30-07 M/J Pre- Algebra 1224 0 of 0	B42-01 Geometry Honors 1224 2 of 0	B12-01 M/J Intensive Mathematics 1226 19 of 0	B12-05 M/J Intensive Mathematics 1226 16 of 0 K13-01 M/J Intensive Mathematics 1226	B30-06 M/J Pre- Algebra 1224 5 of 0

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TEACHERS	CLASSES							
Reading BROWN, FRANCIS	I12-01 Intensive Reading 6 Enrichment 1162 14 of 0	I10-03 M/J Intensive Reading (MC) Grade 6 1162 10 of 0	I20-01 M/J Intensive Reading Grade 7 1162 27 of 0	I10-01 M/J Intensive Reading (MC) Grade 6 1162 12 of 0	I12-02 Intensive Reading 6 Enrichment 1162 10 of 0	I10-02 M/J Intensive Reading (MC) Grade 6 1162 17 of 0	Free	I20-02 M/J Intensive Reading Grade 7 1162 21 of 0
Reading JACKSON, DOMINIQUE	I30-01 M/J Intensive Reading Grade 8 1214 13 of 0	I32-02 M/J Intensive Reading Enrichment 8 1214 24 of 0	I30-03 M/J Intensive Reading Grade 8 1214 18 of 0	Free	I30-04 M/J Intensive Reading Grade 8 1214 11 of 0	I32-01 M/J Intensive Reading Enrichment 8 1214 14 of 0	Free	I30-05 M/J Intensive Reading Grade 8 1214 21 of 0
Reading TARVER, SHERRI	A16-02 M/J Language Arts 1 PLUS 6 1143 10 of 0	I16-02 M/J Intensive Reading PLUS grade 6 1143 10 of 0	A16-01 M/J Language Arts 1 PLUS 6 1143 6 of 0	I16-01 M/J Intensive Reading PLUS grade 6 1143 6 of 0	A17-01 M/J Language Arts 2 PLUS 1143 24 of 0	I17-01 M/J Intensive Reading PLUS grade 7 1143 24 of 0	Free	Free

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TEACHERS	CLASSES							
Science MICEK, THOMAS	C31-03 M/J Comprehensive Science 3, Advanced 1250 21 of 0	Free	C31-02 M/J Comprehensive Science 3, Advanced 1250 19 of 0	C31-01 M/J Comprehensive Science 3, Advanced 1250 19 of 0	C32-01 M/J Research 3 1250 21 of 0	C32-03 M/J Research 3 1250 28 of 0	C32-02 M/J Research 3 1250 29 of 0	Free
Science PRATT, LATOYA	C30-04 M/J Comprehensive Science 3 1257 21 of 0	Free	C30-03 M/J Comprehensive Science 3 1257 26 of 0	C30-01 M/J Comprehensive Science 3 1257 14 of 0	C30-02 M/J Comprehensive Science 3 1257 14 of 0 K35-01 M/J Comprehensive Science 3 1257 2 of 0	C30-05 M/J Comprehensive Science 3 1257 23 of 0	C10-05 M/J Comprehensive Science 1 1257 19 of 0	C31-04 M/J Comprehensive Science 3, Advanced 1257 20 of 0
Science SLAKMAN, MICHAEL	C20-01 M/J Comprehensive Science 2 1254 22 of 0	Free	C10-02 M/J Comprehensive Science 1 1254 18 of 0	C20-02 M/J Comprehensive Science 2 1254 20 of 0 K25-01 M/J Comprehensive Science 2 1254 5 of 0	Free	C11-02 M/J Comprehensive Science 1, Advanced 1254 13 of 0	C20-03 M/J Comprehensive Science 2 1254 18 of 0	C20-04 M/J Comprehensive Science 2 1254 21 of 0
Science VERREEN, JASMINE	C10-04 M/J Comprehensive Science 1 1251 9 of 0 C11-01 M/J Comprehensive Science 1, Advanced 1251 14 of 0	Free	C21-01 M/J Comprehensive Science 2, Advanced 1251 19 of 0	C21-03 M/J Comprehensive Science 2, Advanced 1251 17 of 0	C21-02 M/J Comprehensive Science 2, Advanced 1251 19 of 0	Free	C11-03 M/J Comprehensive Science 1, Advanced 1251 10 of 0	C10-06 M/J Comprehensive Science 1 1251 8 of 0

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	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
Social Studies ALBANESE, JALIZ	Free	D20-02 M/J Civics & Career Planning 1205 20 of 0	D20-04 M/J Civics & Career Planning 1205 25 of 0	D20-01 M/J Civics & Career Planning 1205 19 of 0	D20-03 M/J Civics & Career Planning 1205 17 of 0	D21-01 M/J Civics, Advanced & Career Planning 1205 22 of 0	D21-02 M/J Civics, Advanced & Career Planning 1205 18 of 0	D21-03 M/J Civics, Advanced & Career Planning 1205 15 of 0
Social Studies AVEDIKIAN, SHERRY	Free	D10-04 M/J World Geography 1206 13 of 0	D11-02 M/J World Geography, Advanced 1206 10 of 0 K14-01 M/J World Geography 1206 8 of 0	D10-02 M/J World Geography 1206 24 of 0	D10-03 M/J World Geography 1206 16 of 0	D10-01 M/J World Geography 1206 19 of 0	D11-01 M/J World Geography, Advanced 1206 15 of 0	D10-05 M/J World Geography 1206 17 of 22 J14-01 M/J World Geography 1206 0 of 0
Social Studies GREENE, MATTHEW	Free	D30-04 M/J United States History 1218 21 of 0 J34-01 M/J United States History 1218 3 of 0	D30-05 M/J United States History 1218 24 of 0 K34-01 M/J United States History 1218 6 of 0	D30-03 M/J United States History 1218 15 of 0	D30-01 M/J United States History 1218 13 of 0	D31-03 M/J United States History, Advanced 1218 14 of 0	D31-04 M/J United States History, Advanced 1218 17 of 0 K34-02 M/J United States History 1207 3 of 0	D30-02 M/J United States History 1218 23 of 0
Social Studies NOBLE, ALUYSIUS	Free	A33-01 M/J Creative Writing 1 1207 16 of 0	A33-02 M/J Creative Writing 1 1207 19 of 0	D31-01 M/J United States History, Advanced 1207 20 of 0	D31-02 M/J United States History, Advanced 1207 20 of 0	Free	A32-09 M/J Creative Writing 1 1207 14 of 0	A41-01 M/J Journalism 1 1207 25 of 0

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	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
SPED BELIZAIRE, ADLEY	K23-03 M/J Intensive Mathematics 1171 17 of 0	J34-01 M/J United States History 1218 3 of 0	K24-01 M/J Civics & Career Planning 1172 5 of 0	Free	J32-01 M/J Pre- Algebra 1223 0 of 0	K24-02 M/J Civics & Career Planning 1172 16 of 0	J25-01 M/J Comprehensive Science 2 1172 2 of 0 K33-02 M/J Intensive Mathematics 4 of 0	J24-01 M/J Civics & Career Planning 1172 3 of 0 K13-02 M/J Intensive Mathematics 1172
SPED CADRECHE, ANA	K12-02 M/J Mathematics 1 1245 5 of 0	Free	K35-02 M/J Comprehensive Science 3 1245 4 of 0	C10-01 M/J Comprehensive Science 1 1245 13 of 0 K15-01 M/J Comprehensive Science 1 1245 8 of 0	C10-03 M/J Comprehensive Science 1 1245 9 of 0 K15-02 M/J Comprehensive Science 1 1245 0 of 0	K32-01 M/J Pre- Algebra 1234 4 of 0	K22-01 M/J Mathematics 2 1245 17 of 0	K25-02 M/J Comprehensive Science 2 1245 18 of 0
SPED HINES, SHARLEENA	K23-02 M/J Intensive Mathematics 1226 5 of 0	B12-03 M/J Intensive Mathematics 1226 6 of 0	Free	B12-06 M/J Intensive Mathematics 1226 14 of 0	Free	B12-01 M/J Intensive Mathematics 1226 19 of 0	B12-05 M/J Intensive Mathematics 1226 16 of 0 K13-01 M/J Intensive Mathematics 1226	B12-04 M/J Intensive Mathematics 1226 8 of 0
SPED LATSON, GERRY	K10-01 M/J Language Arts 1 1136 5 of 0	K11-01 M/J Intensive Reading (MC) Plus 1136 5 of 0	Free	A18-01 M/J Language Arts 3 PLUS 1136 7 of 0 K30-01 M/J Language Arts 3 1136 11 of 0	I18-01 Intensive Reading PLUS Grade 8 1136 7 of 0 K31-01 M/J Intensive Reading (MC) Plus 1136	K20-01 M/J Language Arts 2 1136 5 of 0	K21-01 M/J Intensive Reading (MC) Plus 1136 5 of 0	Free

Teacher Schedule

Scenario: 2013-2014 Active Schedule

School Year 2014

10:51:12

	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
SPED SEABROOK, TOWANDA	J20-01 M/J Language Arts 2 1171 2 of 0 K30-02 M/J Language Arts 3 1171 4 of 0	J21-01 M/J Intensive Reading (MC) Plus 1171 2 of 0 K31-02 M/J Intensive Reading (MC) Plus 1171	J30-01 M/J Language Arts 3 1171 1 of 0 K20-02 M/J Language Arts 2 1171 17 of 0	J31-01 M/J Intensive Reading (MC) Plus 1171 1 of 0 K21-02 M/J Intensive Reading (MC) Plus 1171	K10-02 M/J Language Arts 1 1171 5 of 0	K11-02 M/J Intensive Reading (MC) Plus 1171 5 of 0	Free	K34-03 M/J United States History 1171 4 of 0

NOTES/ REVISIONS ~~HTO~~ ORIGINAL PLAN #1

School:	Allapattah MS	Subject:	Math - 6 th Grade Intensive	Teacher:	Ms. Hines & Ms. Rogel	Date:	9/10/13
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OBJECTIVE:	BENCHMARK:	CCSS MATH PRACTICE (1-8):
MWBAT compare and order decimals using base-ten blocks. <i>Secondary: MWBAT read and write in the language of math (translate words to numbers and expressions)</i>	Topic 2 - Lesson 1 MA.6.A.5.2 Section 3-1 <i>Secondary: MA.6.A.3.1</i>	CC MP.1 - Make sense of problems and persevere in solving them CC MP.2 - Reason abstractly and quantitatively

BELLRINGER
Look at a word problem and translate it into symbols and numbers.

ASSESSMENT "Begin with the End in Mind"
See exit ticket

ESSENTIAL QUESTION
What are the benefits of the decimal system?

HIGHER ORDER QUESTION(S)
What is the difference between writing numbers BEFORE the decimal compared to numbers AFTER the decimal?
How can we tell the value of a number based on place value?

VOCABULARY

- Decimal
- Place Value

*- Need to define and review decimals **

HOMEWORK

BELLRINGER & FLUENCY	0-10
<ol style="list-style-type: none"> Bellringer Go over Bellringer Mad Math Minute <ol style="list-style-type: none"> "Ready" - pick up pencil, "Set" - raise above head, "Go" - begin! Record results on spreadsheet and in fluency tracker 	

WHOLE GROUP INSTRUCTION	10-30
Look at decimals <i>→ Needs to answer include a hook ⇒ Olympic sprint</i> <ul style="list-style-type: none"> What does place value mean? Put 3 numbers on the board (500, 50, 5) - which number is the biggest? Smallest? How do you know? <i>DE FINES</i> Now look at (500, 50.0, 5.00) - is this okay? Why is this important? Think about the definition of place value? <i>DEFINITION</i> Define. Then look at 3 new numbers (15.9, 1.59, .159) - which number is biggest? Smallest? How do you know? Define decimal - "As we move left each position, we are getting 10 times bigger. BUT there are things that are smaller than the ones place. If we can move 10 times bigger to the left, then that means we will get 10 times smaller if we move to the RIGHT." 	

- Need a hook *DIFFERENTIATE WHAT GOES TO THE HEART OF THE* ★

Manipulatives — Set expectation — not building structures / play time

- Pass out hundreds blocks — say that square = 1, rod = 0.1, unit = 0.01
- Use different combinations to create some numbers 4, 0.2, 0.07, 1.1, 2.03, 2.14, 0.58
- Model the problems on the board while students do it with their blocks
- Now give two numbers and have students use their blocks to build them
- Decide which one is bigger? Have a debate — just prove it! Look at the fact that the bigger block matters most so first the square, then the rods, then the units

Notes in Notebook

- Put in definitions (place value, and decimal)
Look at place value chart - Plot the number on the place value chart & example relationship to the hundreds blocks

GROUP 1 — 30-50

4. Individual work on packet 3-1
5. Looking at multiple choice problems
6. Focus on the place value chart

GROUP 2 — 50-70

7. Hook: We need to be able to compare decimals and this is something we do all the time when using money. We want to make sure we are not getting ripped off when someone gives us change so we should know that .01 is less than .10

Solve the following teacher guided problems:

8. Place Value Chart: making the decimals the same length (insert zeros)
 - a. Look at the numbers 1.2, 1.02, 1.002. Plot them on the same placevalue chart. Which one is bigger? How do you know? (insert zeros to compare them)
 - b. Try another example: 3.4, 3.05, 3.006
9. Plot the points on a number line/ say which is greater
 - a. Look at the numbers 0, 0.5, and 1. How can you plot them on the number line? Then add in .25 and .75 (these should be numbers we already know — think about quarters/money)
 - b. Then on the 2nd number line, look at the numbers .001 and .999 Where are these numbers close to?
 - c. On the 3rd number line, order the following numbers: 0.3, 1.2, 2.08, 3.5. Start by plotting numbers you already know — 0, 1, 2, 3, 4. Then insert the decimal numbers
 - d. On the 4th number line, order the following numbers in pairs: 0.37 and 0.9, 0.206 and 0.5, 1.056 and 1.1 → talk about why the first number is smaller even though the numbers behind the decimal are bigger (eg. 37 is smaller than 9 even though 37 is bigger than 9)
10. Look at the multiple choice problems. Which strategy would help you solve it (hundreds blocks, place value chart, or number line → this can be different for each student)
11. If time, do a few more problems using white boards

EXIT TICKET / CLOSING 70-80

12. Take exit ticket
13. Answer the essential and higher order thinking questions.
14. Clean up, line up, class creed

NOTES / REVISIONS TO ORIGINAL PLAN #10

1.2a

School:	Allapattah MS	Subject:	Math - 6 th Grade Intensive	Teacher:	Ms. Hines & Ms. Rogel	Date:	9/10/13
OBJECTIVE:		BENCHMARK:		CCSS MATH PRACTICE (1-8):			
MWBAT compare and order decimals using base-ten blocks.		Topic 2 - Lesson 1		CC MP.1 - Make sense of problems and persevere in solving them			
Secondary: MWBAT read and write in the language of math (translate words to numbers and expressions)		MA.6.A.5.2 Section 3-1 Secondary: MA.6.A.3.1		CC MP.2 - Reason abstractly and quantitatively			
BELLRINGER							
Look at a word problem and translate it into symbols and numbers.							
ASSESSMENT "Begin with the End in Mind"							
See exit ticket							
ESSENTIAL QUESTION							
What are the benefits of the decimal system?							
HIGHER ORDER QUESTION(S)							
What is the difference between writing numbers BEFORE the decimal compared to numbers AFTER the decimal?							
How can we tell the value of a number based on place value?							
VOCABULARY							
<ul style="list-style-type: none"> • Decimal • Place Value 							
HOMEWORK							

BELLRINGER & FLUENCY	0-10
<ol style="list-style-type: none"> 1. Bellringer 2. Go over Bellringer 3. Mad Math Minute <ol style="list-style-type: none"> a. "Ready" - pick up pencil, "Set" - raise above head, "Go" - begin! b. Record results on spreadsheet and in fluency tracker 	<p style="font-size: small; margin: 0;">Pacing: explain down over results supposed to be great.</p>
WHOLE GROUP INSTRUCTION	10-30
<p>Look at decimals</p> <ul style="list-style-type: none"> • What does place value mean? <i>Hook = Why should they care? Racing? Us Bin Roll? NFL?</i> • Put 3 numbers on the board (500, 50, 5) - which number is the biggest? Smallest? How do you know? <i>Essential vs. non-essential.</i> • Now look at (500, 50.0, 5.00) - is this okay? Why is this important? Think about the definition of place value. Define. • Then look at 3 new numbers (15.9, 1.59, .159) - which number is biggest? Smallest? How do you know? • Define decimal - "As we move left each position, we are getting 10 times bigger. BUT there are things that are smaller than the ones place. If we can move 10 times bigger to the left, then that means we will get 10 times smaller if we move to the RIGHT." 	

Manipulatives

- Pass out hundreds blocks – say that square = 1, rod = 0.1, unit = 0.01
- Use different combinations to create some numbers 4, 0.2, 0.07, 1.1, 2.03, 2.14, 0.58
- Model the problems on the board while students do it with their blocks
- Now give two numbers and have students use their blocks to build them
- Decide which one is bigger? Have a debate – just prove it! Look at the fact that the bigger block matters most so first the square, then the rods, then the units

Talk about blocks 1st
Expectations!
Let them play/expl for a minute

Notes in Notebook

- Put in definitions (place value, and decimal)
- Look at place value chart - Plot the number on the place value chart & example relationship to the hundreds blocks

GROUP 1 –

30-50

4. Individual work on packet 3-1
5. Looking at multiple choice problems
6. Focus on the place value chart

GROUP 2 –

50-70

7. Hook: We need to be able to compare decimals and this is something we do all the time when using money. We want to make sure we are not getting ripped off when someone gives us change so we should know that .01 is less than .10

Solve the following teacher guided problems:

8. Place Value Chart: making the decimals the same length (insert zeros)
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 b. Try another example: 3.4, 3.05, 3.006
9. Plot the points on a number line/ say which is greater
 - a. Look at the numbers 0, 0.5, and 1. How can you plot them on the number line? Then add in .25 and .75 (these should be numbers we already know – think about quarters/money)
 - b. Then on the 2nd number line, look at the numbers .001 and .999 Where are these numbers close to?
 - c. On the 3rd number line, order the following numbers: 0.3, 1.2, 2.08, 3.5. Start by plotting numbers you already know – 0, 1, 2, 3, 4. Then insert the decimal numbers
 - d. On the 4th number line, order the following numbers in pairs: 0.37 and 0.9, 0.206 and 0.5, 1.056 and 1.1 → talk about why the first number is smaller even though the numbers behind the decimal are bigger (eg. .37 is smaller than .9 even though 37 is bigger than 9)
10. Look at the multiple choice problems. Which strategy would help you solve it (hundreds blocks, place value chart, or number line → this can be different for each student)
11. If time, do a few more problems using white boards

EXIT TICKET / CLOSING

70-80

12. Take exit ticket
13. Answer the essential and higher order thinking questions.
14. Clean up, line up, class creed

MODIFIED POWERPOINT AFTER REVISIONS TO ORIGINAL LESSON PLAN

Bellringer

- *Write the heading
- *Work silently
- *Complete only the Bellringer Side

Mad Math Minute

Agenda

1. Bellringer / Mad Math Minute
2. Agenda
3. Objective
4. Discovering Questions
5. Using Blocks
6. Stations
7. Exit Ticket

Hook

What are decimals?

Fastest 40 Yard Dash Times in NFL History



Statistics: Mathematics
 Problem Set: 1.02 (2013)
 The 47 game week has the right to play of watching the record of football players for the NFL. Each team's fastest 40-yard dash player is listed below. The 40-yard dash is a key part of the NFL's physical fitness test. The 40-yard dash is a key part of the NFL's physical fitness test. The 40-yard dash is a key part of the NFL's physical fitness test.

Player	Year	Position	Time
DeShaun Johnson	2018	RB	4.24
Marqueshae Odoms	2013	WR	4.27
Jerome Branch	2005	WR	4.30
Demetrius Ford	2010	WR	4.30
DeMarquis Van Dyke	2011	CB	4.38
Demetrius Phillips-Campbell	2008	TE	4.39
Quentin Grigg	2007	CB	4.39
Timothy Taylor	2010	WR	4.39
Freddie Washington	2008	CB	4.39
Markus Phillips	2009	WR	4.39
Walter Pryor	2007	WR	4.39
Zion Johnson	2008	CB	4.39
Yup Kim	2006	DE	4.39
Tyron Branch	2006	CB	4.51

Notebook

Objective:

I will be able to compare and order decimals using base 10 blocks.

Discovering Questions

What does place value mean?

500

50

5

Discovering Questions

How are they the same/different?

500. 50.0 5.00

Discovering Questions

A point or dot used to separate the whole number part from the fractional part of a number.

Units Tens Hundreds Thousands
17.591
One Ten Hundred Thousand

Decimals

Example:

Non-Example:

Discovering Questions

The value of a digit depending on where it located in a number

Example:

Place Value

Base 10 System
Left = 10x bigger
Right = 10x smaller

Non-Example:

Discovering Questions

Which is the biggest/smallest?

15.9

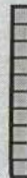
1.59

0.159

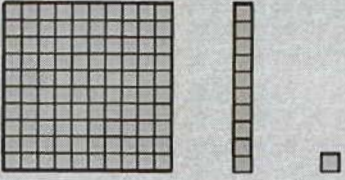
Using Blocks



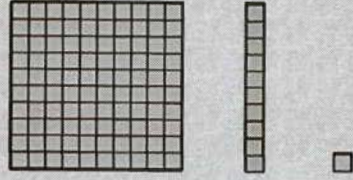
base ten blocks



base ten blocks



Which is bigger?



Place Value Chart

--	--	--	--

Place Value Chart

10s	1s	0.1s	0.01s	0.001s

Stations

Exit Ticket

*Silent

*Try Your Best

*Just Prove It!



Lesson Study Form

School: Allapattan Middle School
Subject: Math Grade: 6/1st
Lesson Focus: Pacing / Instructional Framework
Date(s) of Planning: 9/5/13
Date(s) of Observation: 9/10/13
Date(s) of Debriefing: 9/10/13
Administrator's Name: Earl Allick
Administrator's Signature: [Signature]

Lesson Study Members:

Facilitator's name: Dana Herring
Facilitator's signature: [Signature]

Name	Signature
Chevealon, Kenvy	[Signature]
Daviglus, Elan	[Signature]
Amaya, Liz	[Signature]
Hines, Charleena	[Signature]
Powell, Vicki	[Signature]
Rogel, Hilla	[Signature]
Herring, Dana	[Signature]
Earl Allick	[Signature]

Lesson Study Reflection Guide

Instructional Strategy Review

What strategy was reviewed?

Explicit/Systematic Instruction with a focus on pacing and implemented instructional framework

What worked well in the planning and implementation of the Lesson Study?

Planning occurred during Common Planning and teachers were invested and involved. We were able to create an interactive lesson for the students that involved extensive use of manipulatives, while focusing on the pacing and paying attention to the "I Do/We Do/You Do" framework.

What difficulties were identified? What ideas were discussed to address the difficulties?

Although we had initially intended to have all teachers present in the room to observe the lesson study, difficulties emerged in obtaining coverage for all classes. We were able to work around this by filming the lesson for later review during common planning. I think filming turned out to be even better because, during the review of the video lesson during Common Planning, teachers saw the benefits of being videotaped for later reflection. Several teachers volunteered to be videotaped for future lessons.

How was department able to infuse this strategy? What follow up was done to ensure implementation and sustainment of the strategy?

After reviewing the video of Ms. Rogel's lesson during 3rd period, we discussed the lesson as a department and made several changes. Ms. Hines was then able to implement the changes into the lesson during 7th period. In particular, we identified the need for a hook to get the students interested before the introduction to new material. Ms. Hines was then able to add a hook discussing 40-yard dash times at the NFL combine. Students were immediately interested.

We also discussed pacing. In particular, after reviewing the video and seeing Ms. Rogel's class spend an excessive amount of time during the "I Do" discussing minor student misunderstanding, we discussed the difference between student misconceptions that go to the heart of the lesson and need to be discussed and remedied immediately, and simple tangential misconceptions that can be quickly corrected before moving on. Ms. Hines was then able to avoid the same pitfalls in her 7th period class.

Ms. Rogel's pacing was also affected when, after passing out decimal blocks to the students, time was wasted while the students played with the blocks rather than following instructions. As a result, we discussed the need to provide the students with clear expectations regarding the blocks before passing them out, as well as providing limited time at the beginning to explore the manipulatives before beginning instruction. Ms. Hines was able to tighten up her lesson 7th period by detailing explicit expectations and allowing students to explore the manipulatives before delving into the lesson.

Overall takeaways:

I think the lesson study was a success. Planning as a group ensured that Ms. Rogel had a solid lesson to teach during 1st period, and reviewing the video as a department during 3rd period produced reflections and changes that Ms. Hines was able to implement during 7th period which undoubtedly improved the lesson and impacted student learning. Most importantly, I think the teachers were able to see the value in recording and reflecting upon a lesson, and I anticipate this to become a common practice in our department this year.



Barrier (Academic areas of weakness, reporting categories, subgroups, benchmarks - What is the Problem?)	What Strategies will be Implemented to Address the Identified Barrier	Process used to Progress Monitor Effectiveness of Strategy	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
Teachers are not utilizing Plasco Trac or Class DOJO teacher website consistently.	<ol style="list-style-type: none"> 1. Faculty has been instructed and trained on Plasco Trac and Class DOJO. 2. All teachers have access to the program through their teacher portal. 3. Teachers have received memo with all Plasco Trac codes and explanation for each one. 	<ol style="list-style-type: none"> 1. Continue to assist teachers with Plasco or Class DOJO as their behavior tracking system and post teacher usage data bi-weekly. 2. Monitor usage of teacher Plasco Trac or Class DOJO usage on a bi-weekly basis. 	August 19, 2013 - Ongoing	Assistant Principal, Earl Allick; PBS Coach, Jabari Hughes, PBS Team Leader, Doug Herring
Teachers lack consistent use of classroom management strategies and strategic actions.	<ol style="list-style-type: none"> 1. Implement observational logs for teachers in greater need of classroom management. 2. Utilize detention center to minimize infractions and maximize instructional time. 3. Utilize common planning sessions to effectively discuss and model strategies with teachers. 4. Positive behavior support student expectation posters have been distributed to teachers and posted throughout the school. 	<ol style="list-style-type: none"> 1. Utilize common planning to effectively discuss and model classroom management strategies with identified teachers in need of support. 2. Administrative team and PBS Coach will monitor the infusion and implementation of classroom management systems. I.E. Reward positive behaviors with PBS points, nonverbal cues for off-task behavior, group points, behavior clip chart. 3. Continue to support and monitor the RtI:B data reported to continue to assist teachers. 4. Monitor identified teacher usage of PBS as their classroom behavior reward system. 	August 19, 2013 – Ongoing	Assistant Principal, Earl Allick; PBS Coach, Jabari Hughes; PBS Team Leader, Doug Herring

<p>Hallway transition and behavior.</p>	<p>1. Identifying HOT SPOTS through teacher survey and strategically focus on those areas. 2. Restructure security monitors posts to accommodate concerns of HOT SPOTS. 3. PBS piece added, Special Caught Doing the Right Thing Badge for all students following our school's expectations on behavior. 4. Rewarding and recognizing all students with special badges at the end of each day through Shout Outs and Gifts from the PBS Store.</p>	<p>1. Continue to monitor DATA through RtI:B to effectively assess HOT SPOTS. 2. Create more ways through PBS to promote school expectations to all students. 3. Continue to reach out community sponsors to acquire resources to give to students.</p>	<p>August 19, 2013- Ongoing</p>	<p>Assistant Principal, Earl Allick; PBS Coach, Jabari Hughes; PBS Team Leader Doug Herring</p>
<p>School Center for Special Instruction (SCSI) Structure and Instruction</p>	<p>1. Instructional Coaches will provide bi-weekly work for students placed in SCSI. 2. Lesson Plans through LEAPS will be used in SCSI 3. Reflection Paper will be assigned the day before exiting SCSI 4. Teachers will only send students to SCSI after following all the steps on the school's discipline procedure plan.</p>	<p>1. Meet with instructional coaches and SCSI instructor weekly to continue to assess progress. 2. Communicate to students that time in SCSI is time wasted away from instruction. 3. Re-address instructional staff the procedures that must be followed before sending students to SCSI (School's Discipline Plan)</p>	<p>August 19, 2013- Ongoing</p>	<p>Bridget Mckinney, Principal; Assistant Principal, Earl Allick; PBS Coach, Jabari Hughes, PBS Team Leader Doug Herring</p>
<p>PBS Store (Location, Hours, and Content)</p>	<p>Step 1: Establish and post store hours that are visible and distributed to all teachers. Step 2: Create and distribute PBS store usage logs and reports showing the students who visited the store and the rewards selected and distributed on daily, weekly, and monthly basis. Step 3: Include announcements of store hours and usage in daily announcements. Step 4: Verify that all students have received a</p>	<p>1. PBS Team will continue to ensure awareness of PBS store to all students. 2. PBS Coach will work along City Year to keep up with PBS store inventory and daily logs. 3. PBS Coach will set tours for all students of the PBS store through their Social Studies Classes.</p>	<p>August 19, 2013- Ongoing</p>	<p>PBS Coach, Jabari Hughes, PBS Team Leader, Doug Herring</p>

tour for students of the store located in the fitness room.
Step 5:
Place PBS store menu visible for students to see and distribute it through homeroom classes.
Step 6:
Develop large, noticeable point charts of PBS awards and post them in critical points for student viewing and keep them updated.

4. Continue to work with City Year to create posters throughout school advertising the content of the PBS Store.

	<p>tour for students of the store located in the fitness room. Step 5: Place PBS store menu visible for students to see and distribute it through homeroom classes. Step 6: Develop large, noticeable point charts of PBS awards and post them in critical points for student viewing and keep them updated.</p>	<p>4. Continue to work with City Year to create posters throughout school advertising the content of the PBS Store.</p>		

Teacher Schedule

Scenario: 2013-2014 Active Schedule

School Year 2014

10:51:12

	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
Mathematics AMAYA, LIZ	B41-02 Algebra 1 Honors 1233 17 of 0	B41-03 Algebra 1 Honors 1233 20 of 0	Free	B41-01 Algebra 1 Honors 1233 18 of 0	B30-01 M/J Pre- Algebra 1233 22 of 0 J32-01 M/J Pre- Algebra 1223 0 of 0	B30-05 M/J Pre- Algebra 1233 25 of 0	B30-04 M/J Pre- Algebra 1233 26 of 0	B30-08 M/J Pre- Algebra 1233 17 of 0
Mathematics CHEVEULON, KENVY	B22-01 M/J Intensive Mathematics 1232 21 of 0	B22-02 M/J Intensive Mathematics 1232 22 of 0	Free	B22-03 M/J Intensive Mathematics 1232 13 of 0 K23-01 M/J Intensive Mathematics 1232	B22-04 M/J Intensive Mathematics 1232 12 of 0 W23-01 M/J Intensive Mathematics 1232	B22-05 M/J Intensive Mathematics 1232 24 of 0	B22-06 M/J Intensive Mathematics 1232 21 of 0	B30-02 M/J Pre- Algebra 1232 12 of 0
Mathematics DAVIGLUS, ELAN	E10-02 M/J Mathematics I IPREP Grade 6 1249 21 of 0 J12-01 M/J Mathematics 1 1249 1 of 0	E10-03 M/J Mathematics I IPREP Grade 6 1249 24 of 0 E11-02 M/J Math1,Adv. IPREP Grd 6 1249 2 of 0	Free	Free	E10-05 M/J Mathematics I IPREP Grade 6 1249 8 of 0 E11-01 M/J Math1,Adv. IPREP Grd 6 1249 18 of 0 K12-01 M/J Mathematics 1 1249	Free	E10-06 M/J Mathematics I IPREP Grade 6 1249 17 of 0	E10-04 M/J Mathematics I IPREP Grade 6 1249 22 of 0
Mathematics JOPSON, KATELYN	E21-03 M/J Math2, Adv. IPREP7 1249 28 of 0	E21-01 M/J Math2, Adv. IPREP7 1249 20 of 0	Free	Free	E20-05 M/J Math2 iPrep7 1249 17 of 0	Free	E20-04 M/J Math2 iPrep7 1249 20 of 0 E20-06 M/J Math2 iPrep7 1249 24 of 0	E20-07 M/J Math2 iPrep7 1249 35 of 0



Common Planning Agenda

Tuesday, September 10, 2013

Math Department Members

	Name	Courses Taught	Planning Team	Signature
1.	Ms. Amaya	8, Algebra	Alg	<i>[Signature]</i>
2.	Mr. Cheveulon	7 Int	7	<i>[Signature]</i>
3.	Ms. Hines	6 Int	6	<i>[Signature]</i>
4.	Ms. Rogel	6, 8	6	<i>[Signature]</i>
5.	Ms. Powell	8 Int	8	<i>[Signature]</i>
6.	Mr. Allick	Asst. Principal	---	<i>[Signature]</i>
7.	City Year			

Agenda

- I. **Positive Shout Outs (5 minutes)**
- II. **Instructional Strategy Review (10 minutes)**
 - a. Lesson Study: Review video
- III. **Planning (55 minutes)**
 - a. Grade 6-8: revise lesson study plan for 7th period (25 minutes)
 - b. Grade-level planning (30 minutes)
- IV. **Closing (5 minutes)**
 - a. Product from lesson study

Teacher Schedule

Scenario: 2013-2014 Active Schedule

School Year 2014

10:51:12

	01	02	03	04	05	06	07	08
TEACHERS	CLASSES							
Mathematics POWELL- WILLIAMS, VICKI	B32-02 M/J Intensive Mathematics 1222 22 of 0	B32-05 M/J Intensive Mathematics 1222 19 of 0	Free	Free	B32-04 M/J Intensive Mathematics 1222 14 of 0	B32-01 M/J Intensive Mathematics 1222 24 of 0 K33-01 M/J Intensive Mathematics 1225	B32-03 M/J Intensive Mathematics 1222 21 of 0	B32-06 M/J Intensive Mathematics 1222 22 of 0
Mathematics ROGEL, HILLA	B12-02 M/J Intensive Mathematics 1226 12 of 0	B30-03 M/J Pre- Algebra 1224 26 of 0	Free	B30-07 M/J Pre- Algebra 1224 0 of 0	B42-01 Geometry Honors 1224 2 of 0	B12-01 M/J Intensive Mathematics 1226 19 of 0	B12-05 M/J Intensive Mathematics 1226 16 of 0 K13-01 M/J Intensive Mathematics 1226	B30-06 M/J Pre- Algebra 1224 5 of 0