

Unit 11 Planning with a Purpose 2022- 2023

The Four Critical Questions

1. What do students need to know and be able to do?
2. How will we know if they learned it?
3. How will we respond if they don't learn it?
4. How will we extend the learning for those who know it?

Step 1: Standards

- Identify BOULDERS
- Identify BUTTERFLIES
- Everything left is a ROCK

BOULDERS	<p>5.8C graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table</p> <p>5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph</p> <p>5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</p>
ROCKS	<p>5.8A describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin</p> <p>5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane</p> <p>5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph</p> <p>5.9B represent discrete paired data on a scatterplot</p>
BUTTERFLIES	

Step 2: Unpack BOULDERS

Standard: 5.8C graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	
Learning Target	Rigor Level
<ul style="list-style-type: none"> • describe the axes on a coordinate plane • describe the origin on a coordinate plane • describe what is meant by an x-coordinate 	1

<ul style="list-style-type: none"> describe what is meant by a y-coordinate describe an ordered pair describe what is meant by the x-axis describe what is meant by the y-axis 	
<ul style="list-style-type: none"> describe the process for graphing an ordered pair 	1
<ul style="list-style-type: none"> graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems 	2
<ul style="list-style-type: none"> graph coordinates generated by a number pattern in an input-output table 	3
<p>Academic Vocabulary: Attributes, axes, coordinate plane, coordinates, ordered pairs, origin, parallel movement, perpendicular, x-axis, y-axis, x-coordinate, y-coordinate, point, attributes, axes, graph, input-output table, number pattern</p>	

<p>Standard: 5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph</p>	
Learning Target	Rigor Level
<ul style="list-style-type: none"> graph a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ 	2
<ul style="list-style-type: none"> generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ 	2
<ul style="list-style-type: none"> recognize the difference between additive and multiplicative numerical patterns given in a table or graph 	1/2
<p>Academic Vocabulary: additive pattern, graph, multiplicative pattern, table</p>	

<p>Standard: 5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem and leaf plot, or scatterplot</p>	
Learning Target	Rigor Level
<ul style="list-style-type: none"> represent discrete paired data on a scatterplot using my knowledge of graphing ordered pairs 	2
<ul style="list-style-type: none"> solve one- and two-step problems using data from scatterplots 	3
<p>Academic Vocabulary: data, scatterplot</p>	

If you have more than one BOULDER, you will need to do this process again.

Step 3: Create/Review assessments based on the Boulders

- Label the questions with the BOULDER they are addressing
- If the question isn't over a BOULDER, should it be there?
- Are all BOULDERS appropriately represented

- Check the answer choices

Step 4: TAKE the assessment as a team!!!!

Don't take it separately and review the answers. Taking the test as a team will allow for deep discussion into the questions.

STEP 5 & 6: Planning Chart/Calendar

- Identify the number of days for the unit
- List summative day
- Place the BOULDER focus for each day
- List CFA day
- List data meetings
- Place ROCK and BUTTERFLY focus where needed

When creating your lesson, make sure you check all items off of this list!

https://docs.google.com/document/d/1Br9VEmXGE7YEtlbIQ_MdhguxBr5vKWNVGUN8L3Bx8/edit

<p>Th- 3/2 Day 1</p> <p>5.8C- graph it 5.3A Vocab 5.8B- process No tables</p> <p>Star mission battleship game. Vocabulary focus Desmos Battleship Anchor Chart</p> <p>Test Q: 1,8, 13 CFA Q: 1-5</p> <p>Monica Delta Math/Desmos</p>	<p>F- 3/3 Day 2</p> <p>5.8C- graph it and directions (North south...) Fractions/Decimals 5.3D models 5.8B- process No tables</p> <p>Test Q:1,7,8,12, CFA Q: 1-5,8</p> <p>Brooke TTM</p>	<p>M- 3/6 Day 3</p> <p>5.8C- matching table to graph and vice versa **no patterns** 5.9C-SCATTERPLOTS 5.3D models 5.8B- process</p> <p>Test Q: 9, 15 CFA Q:</p> <p>Daniel Delta Math/Desmos</p>	<p>T- 3/7 Day 4</p> <p>5.8C- Additive & Multiplicative Patterns 5.3D models 5.8B- process 5.4C- numerical patterns</p> <p>Test Q: 3,6,14, 16 CFA Q: 6,9</p> <p>Shauna Grade</p>
<p>W- 3/8 Interim Test</p>	<p>Th- 3/9 Interim Test</p>	<p>F- 3/10 ½ Day 5</p> <p>Teacher discretion (spiral or coordinate grids, what your class needs)</p> <p>Stem Scopes Activity On Level Idea</p>	<p>Spring Break 13-17</p>
<p>M 3/20 Day 6 5.8C- all graphing things</p>	<p>T 3/21 Day 7 5.8C- Additive &</p>	<p>W 3/22 Day 8 5.8C- all graphing things</p>	<p>Th- 3/23 Day 9 Small Group Day</p>

<p>5.3D models 5.8B- process 5.4C- numerical patterns</p> <p>Test Q: 2,3,5 CFA Q: 7,</p> <p>Jackie CFA</p>	<p>Multiplicative Patterns 5.3D models 5.8B- process 5.4C- numerical patterns</p> <p>Pattern Sort</p> <p>Test Q: 3,5,10 CFA Q: 6</p> <p>Taylor Delta Math/Desmos</p>	<p>5.3D models 5.8B- process 5.4C- numerical patterns</p> <p>Test Q: 4, 11,5,9, 12 CFA Q:</p> <p>Misty Grade</p>	<p>5.8C 5.3D models 5.8B- process 5.4C- number patterns2 5.3A- est/reasonability</p> <p>OL Region 18 Matching cards</p> <p>AL Region 18 Matching Cards Monica TTM/Small Groups SPIRAL DAY Region 18 Graph</p>
<p>F- 3/24 Day 10</p> <p>COMBO DAY Unfair Game</p>	<p>M- 3/27 Day 11</p> <p>TEST</p>	<p>T- 3/28 Day 12 Geometry & Taxes -Stemscopes “Profile Builder” interactive practice (masters) -Spoons game, -Stemscopes Fluency Builder- Name that shape -Triangle sort (sides) -Triangle sort (angles) Brooke</p>	<p>W- 3/29 Day 13 Building Expressions Word Problems How many ways to solve? Pre-test Shauna</p>

Step 7: Create/Review CFA based on the Boulders

- Label the questions with the BOULDER they are addressing
- If the question isn't over a BOULDER, should it be there?
- Are all BOULDERS appropriately represented
- Check the answer choices

Step 8: TAKE the CFA as a team!!!!

- Don't take it separately and review the answers. Taking the assessment as a team will allow for a deeper discussion about the questions.

Step 9: Planning

Lesson Objective:

Lesson SMART Goal:

Success Starter:

Interactive Lesson Opener (List questions to ask during the lesson opener/establish objective):

Success Criteria (The student will be able to...):

Lesson Vocabulary:

Lesson Outline:

Scaffolds:

-
-

Extensions:

-

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