**Jordan Dunham’s 6th Grade Math Lesson Plan for 1/27-1/31**

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|  | **Monday- 6.7A** | **Tuesday** | **Wednesday- 6.7D** | **Thursday- 6.7D** | **Friday- 6.7D** |
| **Objectives** | SWBAT: Generate equivalent numerical expressions using order of operations, includingwhole number positive exponents and prime factorization | Students will be taking a quiz over order of operations and prime factorization for the whole class period.  | SWBAT: Identify and explain **math properties** including the identity, commutative, and associative properties. | SWBAT: Generate **equivalent expressions** using operations the inverse, identity, commutative, andassociative, properties | SWBAT: Generate equivalent expressions using operations the inverse, identity, commutative,associative, and **distributive** properties |
| **P** | Engage: What order do we bake a cake? Emphasis on the order being important. |  | Engage: Commute story home+school=school+home | Engage: Students will use various objects and a balance scale to make the scale balanced equally.  | Engage: Story about distributing invitations to classmates for a birthday party |
| **LA** | Explore* Foldable and examples

Explain* Students will turn to their elbow partner and explain step by step how they solved a problem

Elaborate* Target number game. Build an equation that equals a number using order of operations.
 |  | Explore* Students will sort cards with either communitive, identity or associative properties into three groups.

Explain* Students will explain why they sorted each card into each group and discuss common themes present in each group.

Elaborate* Students will write equivalent expressions using commutative, associative, and identity properties.
 | Explore* Manipulatives into expressions activity

Explain* Students will explain to the class what their two manipulatives represented and how they converted them into an equivalent expression.

Elaborate* The class will discuss real world examples of where equivalent expressions are seen in the world.
 | Explore* Distributive property video. Pause throughout and ask why it would be easier to use the distributive property to do math.

Explain* Students will explain to the class different ways the distributive property can look and why it works.

Elaborate* Students will give an example of how they can use the distributive property to do quick mental math.
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| **N** | Evaluate* DOL order of operations
 |  | Evaluate* DOL identifying properties
 | Evaluate* DOL equivalent expressions
 | Evaluate* DOL distributive property.
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| **Resources** | Foldable DOL handout | Quiz | Cards with equivalent expressionsDOL handout | BalanceTwo types of manipulatives (markers and paper clips)DOL handout | VideoDOL handout |