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| Name: Erica Bach | Subject: Math | | | Grade: 7 |
| **Lesson Title:** Cubing with Integers | | | | |
| **Big Idea:** How do I add, subtract, and compare positive and negative numbers? | | | | |
| Grouping:   * Whole group * **Small group** * Peer partners * **Homogeneous** * Heterogeneous | | Differentiation:   * **Content** * Process * Product | Student Learner Elements:   * **Readiness** * Interest * Learning Profile | |
| **Objectives:**  Know: Rules for adding and subtracting integers  Understand: How positive and negative numbers behave when used together  Be Able To: Add, Subtract, and Compare Integers | | | | |
| **Pre-Assessment:**  To pre-assess for this activity, students will respond to the timed prompt: “Write down everything you know about positive and negative numbers”. They will have five minutes to write in their math journals. As they work, I will go around the room and look at the types of information they are writing down. Students with very basic information will be given the below grade level cubes, students who write very sophisticated information will be given the above grade level cubes, and students in the middle will be given the at grade level cubes. Students will not know what level group they are in. | | | | |
| **Differentiation Strategy:**  This lesson uses cubing to differentiate content based upon student readiness. There are three versions of the cube; one at grade level, one below grade level, and one above grade level. Each version of the cube includes questions from different levels of Bloom’s taxonomy, so all students are using higher order thinking skills to answer their questions. Students will be grouped according to readiness. | | | | |
| **Activities:**  The students will roll the cube and answer the question it lands on with the help of their neighbors. Taking turns, they will continue to roll the cube until they are finished, or until they are out of time. They may each skip one question, but should go back and attempt those questions if they have extra time at the end of the activity. Students will receive an answer key with six numbered boxes on it to record their answers. Each student will turn in their own answer sheet. | | | | |
| **Resources:**  Self-Created | | | | |
| **Materials:**  Cubes (multiples copies of each version)  Student answer sheets | | | | |