Lesson Template

CA Content Standard(s):	***Content Objective:***	***Language Objective:***
7AF1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.	Students will use manipulatives to demonstrate the distributive property . Students will be able to explain and justify why two expressions are equivalent.	Students will justify to a partner why two equations are equivalent. Students will write a five sentence paragraph using an example to justify the distributive property.

X Preparing the Learner	**Interacting with Text/ information source**	**Extend Learning/ Understanding**
• Activate prior knowledge • Focus on key concepts • Introduce new terms in meaningful contexts	• Students deconstruct, analyze, understand • reconstruct and connect to larger objectives in meaningful ways • Students take a critical stance towards ideas emerging from reading	• Create/recreate based on understanding • Application of newly-gained knowledge • Connections to larger body of knowledge, taking a critical stance in relationship to other ideas

Lesson Sequence	**Strategy and Scaffolds Uses**	**Gradual Release of Responsibility**	**Strategies/Plan**
Task 1: Section 1.5 Glencoe Algebra Readiness Introduction to the term: Distributive Property Time: 10 min.	Introduction to the distributive property TIPS	X Teacher does (I Do) □ Teacher-students do (We Do) □ Students do collaboratively (You do) □ Student does individually (You do)	Teacher models, using pictures, the example on page 84. Teacher introduces the term "distributive property" and asks students to do a TIPS with it. Class comes to a consensus on what "distributive property means". Each student first talks to a partner and then writes the sentence frame to define distributive property. Potential Misconceptions: Students do not Understand that it's necessary to add the partial products.

Guiding Question(s): What is the distributive property?	Sentence Frame(s): The Distributive Property states that _____ the sum of two or more numbers by another number is _____ as _____ each of those numbers by the other number and then _____ the products.	Checking for Understanding: □ Physical;_ X Verbal: Listen to students use sentence frame verbally with partner_

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				□ Written: Use sentence frame to write definition of distributive property
Task 2: Using manipulatives to model the distributive property Time: 40 minutes	Use of algebra tiles Mathematically Speaking	X Teacher does (I Do) x Teacher-students do (We Do) □ Students do collaboratively (You do) □ Student does individually (You do)	Teacher uses examples on page 85 to model distributive property with algebra tiles. After two examples, teacher calls on students to come up and model using algebra tiles. Teacher asks students to work in partners to do the "Talk Math" activity on page 86. Potential Misconceptions: Students do not distribute the factor outside the parenthesis to all the terms inside the parenthesis	
Guiding Question(s): How can the distributive property be used to simplify expressions?		Sentence Frame(s): When I multiply _____ and _____ by _____, the factor _____ the parenthesis, and then add the products, it is the same as adding _____ and _____ first and then multiplying by _____.		Checking for Understanding: □ Physical_____ X Verbal: Mathematically Speaking X Written: Paragraph explaining one of the problems_____
Task 3: Students work collaboratively to solve problems using the distributive property	Collaborative poster	□ Teacher does (I Do) □ Teacher-students do (We Do) X Students do collaboratively (You do) X Student does individually (You do)	Students work in their teams to do the one of the problems from 10 to 17 on page 87. Each team designs a collaborative poster showing the algebraic solution, a pictorial representation, a sentence explaining, and a justification of equivalence. Teams present their posters Students are given another problem which they have to solve individually and then write a paragraph explaining and justifying.	

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Time: 50 mins			Potential Misconceptions: Students do not distribute the factor outside the parenthesis to all the terms inside the parenthesis
Guiding Question(s): How can the distributive property be used to simplify expressions?		Sentence Frame(s): When I multiply _____ and _____ by _____, the factor _____ the parenthesis, and then add the products, it is the same as adding _____ and _____ first and then multiplying by _____.	Checking for Understanding: □ Physical_____ □ Verbal_____ X Written__Student paragraph explaining problem____
Preparing the Learner • Activate prior knowledge • Focus on key concepts • Introduce new terms in meaningful contexts		**X I**nteracting with Text/ information source • Students deconstruct, analyze, understand • reconstruct and connect to larger objectives in meaningful ways • Students take a critical stance towards ideas emerging from reading	**E**xtend Learning/ Understanding • Create/recreate based on understanding • Application of newly-gained knowledge • Connections to larger body of knowledge, taking a critical stance in relationship to other ideas