

Lesson Plan Template

Grade: 8th (60 minutes)		Subject: Math 8, word problems	
Materials: Work sheet, problems printed out, recording sheet, white boards, and markers		Technology Needed: Active board	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • 8.EE.7A <ul style="list-style-type: none"> ○ Solve linear equations in one variable. <ul style="list-style-type: none"> ▪ a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). 		Differentiation (This information was gathered from their MAP testing scores) Below Proficiency (2 students in the class): <ul style="list-style-type: none"> • These students will need some assistance with completing the worksheet along with the walk-around activity. Above Proficiency (1 student in the class): <ul style="list-style-type: none"> • This student will be given more difficult questions to challenge him/her on the worksheet. This student may also be able to help his/her classmates during the activity Approaching/Emerging Proficiency (15 students in the class): <ul style="list-style-type: none"> • These students will be able to do complete the worksheet possibly with some assistance. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Kinesthetic • Visual • Social 	
Objective(s) <ul style="list-style-type: none"> • TLW be able to point out the main components of the word problem. • TLW be able to solve the solutions on the given problems. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> • Creating (writing equations) • Applying (Solving the equations they create) 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students will be working in groups of 2-3 during the walk around activity • They will also be moving from problem to problem. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Since the students have done activities that are similar to the walk around they will know the expectations on noise level and how to act while walking around the classroom doing problems. 	
Minutes	Procedures		
10-20	Set-up/Prep: <ul style="list-style-type: none"> • Make worksheet • Make around the room <ul style="list-style-type: none"> ○ Set up around the room • Make answer keys for around the room and the worksheet 		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Spiral book <ul style="list-style-type: none"> ○ 4 questions that have them review past skills. 		
15-20	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • 6 slides of notes <ul style="list-style-type: none"> ○ These are 6 guiding examples that will help me show the students what to look for in word problems. Also during this time students will have the chance to ask me questions on any of the examples we do. 		
15-20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Students will be doing an around the room activity. There will be 8 questions hanging around the room and the students will be in groups of 3 and will go around the classroom answering them. We will go over answers after time is giving for them to work on the activity. This will allow the students to make sure they did the problems correctly if I was not able to get around to them during the activity. 		

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10-15	Review (wrap up and transition to next activity): <ul style="list-style-type: none">• Worksheet<ul style="list-style-type: none">○ The students will be given a worksheet as homework. During this time students will have a chance to start their homework and ask any questions before taking the homework home to do it.
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. <ul style="list-style-type: none">• I will be asking the students to participate with me during our examples at the beginning of class. I will also be rotating around the room during the activity checking in with each group and each student asking them if there are any problems they are coming across that I can help them figure out. Consideration for Back-up Plan: <ul style="list-style-type: none">• If we are running low on time, then I will cut the around the room activity a little short and then asking each group to guide me through the problem they did. This will allow them still time to start on the homework in class.	Summative Assessment (linked back to objectives) End of lesson: <ul style="list-style-type: none">• Going over the around the room activity will allow me to see how they did on this activity and will tell me if more work may need to be done in the classroom.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I know I could have done so much better and felt like I lost a lot of the students. <ul style="list-style-type: none">• Things that went well<ul style="list-style-type: none">○ Questions were written out well and the over though process going in went well• Things that needed to be worked on<ul style="list-style-type: none">○ Time management needed to be worked out better (I rushed certain things, examples)○ Getting more of the class to be more interactive during the notes.○ Been more stern/ "strict" with the students.○ Thought through time with the activity better.○ When going through the examples I mistakenly told the students about PEMDAS then on the next example I realized my mistake but never said it out loud to the students about the mistake.○ I wish I would have written out what I was looking for on the board with the students before they started the homework.	