Lesson Plan Template

Grade: 8th (90 minutes)

Subject: Math 8, Equations with special solutions

Materials: Work sheet, problems printed out, recording sheet, white boards, and markers.

Technology Needed: Active board

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

- 8.EE.7
  - Solve linear equations in one variable.
    - 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).
    - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Objective(s)

- TLW be able to solve the equations.
- TLW be able to tell what the special solution is for the equations.
- TLW be able to use different prosperities to help them get to end answer.

Bloom's Taxonomy Cognitive Level:

- Applying (Solving the equations)

Differentiation (This information was gathered from their MAP testing scores)

Below Proficiency (2 students in the class):

- These students will have the examples in their foldable written ready for them to complete with the class. They will also need some assistance with completing the worksheet along with the walk-around activity.

Above Proficiency (1 student in the class):

- This student will also be given 2 extra 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):

- These students will be able to do complete the worksheet possibly with some assistance and the same goes with the class activity.

Modalities/Learning Preferences:

- Kinesthetic
- Visual
- Social

Classroom Management- (grouping(s), movement/transitions, etc.)

- 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.)

- 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	**Set-up/Prep:** • **Put the problems up around the room** • **Get white boards and markers ready to be handed out while they are working on the warm up**
15-20	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** • **Spiral** ○ **4, word problems reviewing what was learned on Friday.** • **Correcting the word problem homework and going over any questions.**
20-25	**Explain: (concepts, procedures, vocabulary, etc.)** • **Filling out foldable** ○ **Definitions and examples** • **Going over examples that they will do on the white boards or can do them in their notes**

Lesson Plan Template

<table>
<tr><td>25-30</td><td colspan="2">Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)
Students will now be given time to do the around the room activity
They will have access to me as I will be checking in with each group as they go around so I can make sure they have an understanding of linear equations.</td></tr>
<tr><td>10-15</td><td colspan="2">Review (wrap up and transition to next activity):
Go over answers for activity
Give homework time</td></tr>
<tr><td colspan="2">Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.
When going over examples with the white boards I will be able to see where students at.
Walking around the activity will help me
I will also make sure to use meaningful proximity when walking around and helping the students.
Consideration for Back-up Plan:
Having extra examples to go over if needed during the notes. However, those can also be used if the students are struggling during the activity, where I will be able to bring them all back together to go over more examples.</td><td>Summative Assessment (linked back to objectives)
End of lesson:
I will collect their answer sheets to see where they are at.</td></tr>
<tr><td colspan="3">Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
This was one of the best lessons I have ever taught. Everyone was paying attention and asking questions. They were all following along while filling out their foldables and they all then continued either in their foldables with more examples or they did them on the white boards. When I went around and asked each student about different steps most of them knew everything they were doing. If there was something, I would like to improve is giving the students more one on one time and more space to organize their examples.</td></tr>
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