

Lesson Plan Template

Grade: 8 th (Day 1 45 minutes, Day 2 90 minutes)		Subject: Math 8, Linear equations	
Materials: Math books, and note books, graph paper in the sheet protectors, markers, recording sheet, white boards, markers, test.		Technology Needed: Active board (both days)	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • 8.EE.6 <ul style="list-style-type: none"> ○ Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. ○ Derive the equation $y=mx+b$ for a line through the origin and the equation $y = mx+ b$ for a line intercepting the vertical axis at b. 		Differentiation <ul style="list-style-type: none"> • Give all the students the option to write the examples in the notes or follow along on the graphing paper in the sheet protector <p>Below Proficiency:</p> <ul style="list-style-type: none"> • These students will need extra guidance on the examples we go through in class and they may need a reminder to stay on task/ track when taking notes. During the review these students may need guidance on what the next step may be and may need assistance from myself or classmates <p>Above Proficiency:</p> <ul style="list-style-type: none"> • These students will need to be extra problems that may be more challenging for them. They should be able to explain what we are doing to their classmates. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to understand the “new concept” we are going through with just a little assistance. During the review game these students should be able to get most of the problems with few mistakes. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual • Social 	
Objective(s) <ul style="list-style-type: none"> • TLW be able to create a graph using the slope (rise/run) and y-intercept from the linear equation. • TLW be able to find the y-intercept and slope without graphing the linear equation. • TLW be able to get a linear equation in slope-intercept form when it is not. • TLW be able to determine the slope just from a given table <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Create • Applying 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students will be allowed to work on the homework with the student they are next to if they are having trouble with a problem. • The students can move to another stop during the homework time. • The students will be working in groups of 3-4 during the Jeopardy review game • They will work individually for a short period of time then they will discuss their answers with each other 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students will have to work a lone the problem for a given amount of time, then will be allowed to discuss with the group. • The students will know the noise level will need to be kept to minimum. (It will also help that they won’t want to give other groups their answer) 	
Minutes	Procedures		
5-10 5-10	Set-up/Prep: <ul style="list-style-type: none"> • Write up the examples for the notes • Write up the questions and answers for the review game <ul style="list-style-type: none"> ○ Make sure all question pertains to their test they will be taking after lunch • Print out recording sheets for the to put their work on during the game 		
10-15 10-15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have an opening example for them to solve, similar to one they were given last week then once they are done have them put it in the slot containers of <ul style="list-style-type: none"> ○ Got it 		

Lesson Plan Template

	<ul style="list-style-type: none"> ○ Maybe ○ Not sure ● We will also correct their previous homework which ties into the lesson. ● Correct the homework from Tuesday ● Go over any questions they have that they may have been confused on before the unit/ review important formulas before the game starts
20-25 5-10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● Go over the examples of finding slope when it is and isn't in slope-intercept form ● Go over word problems that are going to involve them finding slope, the y-intercept, and then graphing it ● Explain the rules of the review game and how each person has to work on the problem first alone, then can discuss as a group after.
30-35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Play the review game (Jeopardy)
5 30	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Allow them to start/ write down the homework before leaving for lunch ● The students will be given the entire to complete a review worksheet and will be given this time to ask any questions they may have
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● I will be walking around the entire time to make sure all students are working on the examples and at time ask them how they got an answer or have them explain the problem to me. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ● Go over extra examples if needed ● Don't have them start the homework till after lunch 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● The review worksheet will let me know if they are ready for the test next Monday.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> ● Something I need work on is giving the students more time to work on the examples for them to work on. I also tended to go to the same few students over time to make sure they were understanding what we were doing so I wish I would have given more time to all students. 	