Send as an attachment via email to [adlerml@scsk12.org](mailto:adlerml@scsk12.org). Save file as: LessonPlans\_Last NameFirstInitial\_MonthDay

Example: LessonPlans\_AdlerA\_Aug10

Boxes will expand as necessary when you type. Due by 11:59 Friday of week before scheduled plans.

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| Teacher | Teri Lindsey |
| Class | 8th Math |

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|  | **Date: 10-24** | **Date: 10-25** | **Date: 10-26** | **Date: 10-27** | **Date: 10-28** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations:  a. Lines are taken to lines, and line segments to line segments of the same length.  b. Angles are taken to angles of the same measure.  c. Parallel lines are taken to parallel lines. | | | ■[8.EE.A.1](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 x 3-5 = 1/33 = 1/27. | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can reflect objects across a line. | I can rotate objects around a point. | | I can use the properties of exponents to simplify expressions. | I can use the properties of exponents to simplify expressions. |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. |
| **Guiding Questions**  (Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How do we move things around the plane and are we certain they remain unchanged? | How do we move things around the plane and are we certain they remain unchanged? | | * How do radicals and exponents influence one’s understanding of other content, such as geometry and science? | * How do radicals and exponents influence one’s understanding of other content, such as geometry and science? |

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| **Instructional Strategies**  (Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | TTW define reflection and guide students to discover the three basic properties of reflections across a line.  TTW guide students as they practice reflecting shapes, lines and angles across a line.  Eureka Module 2, Lesson 4 | TTW define rotation and guide students to discover the three basic properties of rotations around a point  TTW guide students as they practice rotating shapes, lines and angles around a point  Eureka Module 2, Lesson 5 | TTW review each of the properties of exponents using examples and modeling with think-aloud.  TTW ask strategic questions to check for understanding | Exponents  Re-Test |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | The student will be able to reflect a shape across a line and label it correctly. | The student will be able to rotate a shape around a point and label it correctly. | TSW complete a review packet applying the properties of exponents. |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | The student will complete an exit ticket at the beginning of the next class period as a bellringer. | The student will complete an exit ticket at the beginning of the next class period as a bellringer. | TTW review each of the properties of exponents giving an example of each type. | The student will complete an exit ticket in the following format:  3 Things I Learned About…  2 Ways I Contributed to Class Today…  1 Question I Still Have… |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant)  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lessons 1-5  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lessons 1-5  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Glencoe, Algebra I text, Section 1-3 **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Glencoe, Algebra I text, Section 1-3 **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) |