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: 9-19** | **Date: 9-20** | **Date: 9-21** | **Date: 9-22** | **Date: 9-23** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | ■[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.  ■[8.EE.C.7](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Solve linear equations in one variable.  ■[8.EE.A.3](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.  ■[8.EE.A.4](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can transform numbers to and from scientific notation/standard form with positive exponents. | I can transform numbers to and from scientific notation/standard from with negative exponents. | I can multiply two numbers given in scientific notation. | I can divide two numbers given in scientific notation. | I can interpret scientific notation that has been generated by technology. |
| **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 Under-standing 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.) | * Why would you want to use scientific notation to compare very large or very small numbers? | * Why would you want to use scientific notation to compare very large or very small numbers? | * Why would you want to use scientific notation to compare very large or very small numbers? | * Why would you want to use scientific notation to compare very large or very small numbers? | * Why would you want to use scientific notation to compare very large or very small numbers? |

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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 model using think-alouds to guide students to transform numbers to and from scientific notation using positive exponents. | TTW model using think-alouds to guide students to transform numbers to and from scientific notation using negative exponents. | TTW present a scenario requiring the multiplication of two very large numbers and guide students to discover how scientific notation simplifies the process.  TTW lead a discussion using commutative and associative properties to guide students to discover the rules for multiplying by adding exponents. | TTW present a scenario requiring the division of two very large numbers and guide students to discover how scientific notation simplifies the process.  TTW lead a discussion using commutative and associative properties to guide students to discover the rules for dividing by adding exponents. | TTW display images of calculator displays with scientific notation expressed with E.  TTW explain that sometimes the E is used in place of “X 10” in scientific notation.  TTW give several examples of both notations and have students use whiteboards to write the opposite form. |
| **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. | TTW guide students through several examples and gradually release them to work independently on the test review. | TTW guide students through several examples and gradually release them to work independently on the test review. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | TSW express 7,000,000 in scientific notation.  TSW express 5 X 10^8 I standard notation. | TSW express 0.000000003 in scientific notation.  TSW express  6 x 10^-5 in standard notation. | TSW multiply  (4 X 10^2)(9 X 10^3) | TSW divide  5 x 10^8  2 X 10^4 | TSW interpret  2.345 E -3 |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | 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… | 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… | 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… | 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… | 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) | Glencoe, Algebra I text  Section 0-2  **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)   * [Ordering positive and negative fractions Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-043s.html" \t "_vid5) * [Classifying numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-144s.html" \t "_vid6) * [Simplifying square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-171s.html" \t "_vid7) * [Estimating square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-172s.html" \t "_vid8) | Glencoe, Algebra I text  Section 0-2  **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)   * [Ordering positive and negative fractions Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-043s.html" \t "_vid5) * [Classifying numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-144s.html" \t "_vid6) * [Simplifying square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-171s.html" \t "_vid7) * [Estimating square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-172s.html" \t "_vid8) | 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)  [Identifying properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-158s.html" \t "_vid9)  [Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html" \t "_vid10) | 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)  [Identifying properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-158s.html" \t "_vid9)  [Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html" \t "_vid10) | 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)  [Identifying properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-158s.html" \t "_vid9)  [Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html" \t "_vid10) |

http://slideplayer.com/slide/9286783/