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 Grade Math |

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|  | **Date: 9-26** | **Date: 9-27** | **Date: 9-28** | **Date: 9-29** | **Date: 9-30** |
| **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 solve problems using scientific notation. | I can use laws of exponents to solve problems. | I can use laws of exponents to solve problems. | I can use laws of exponents to solve problems. | I can use laws of exponents to solve problems. |
| **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. | 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? | * 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? | * 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 present a series of contextual problems using operations with numbers in scientific notation.  TTW think aloud and lead a discussion to guide students to understand how to apply operations with scientific notation.  TSW work in pairs to solve contextual problems. | TTW guide students to recall the laws for multiplying and dividing numerical expressions involving exponents in the context of scientific notation.  TTW use the familiar powers of ten to introduce other bases and guide students to recognize the similarities. | TTW guide students to recall the laws for multiplying and dividing numerical expressions involving exponents in the context of scientific notation.  TTW use the familiar powers of ten to introduce other bases and guide students to recognize the similarities. | TTW present an example of raising a power to a power.  TTW think aloud while modeling an example and ask strategic questions to guide students to recognize the need to multiply exponents. | TTW present examples of numerical expressions with both positive and negative exponents requiring a mixture of operations within the expression.  TTW think aloud while modeling an example and ask strategic questions to guide students to understand how to simplify. |
| **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. | 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) | If light travels miles in one hour, how many miles will travel in 1 minute? | TSW be able to evaluate the following expression: | TSW be able to evaluate the following expression: | TSW be able to evaluate the following expression: | TSW be able to evaluate the following expression: |
| **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)  **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 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) | 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) | 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) | 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) |