Send as an attachment via email to 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: 8-15** | **Date: 8-16** | **Date: 8-16** | **Date: 8-17** | **Date: 8-18** |
| **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.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.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.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. | Staff Development Day |
| **Objective**(Clear, Specific, and Measurable, student-friendly) | I can use exponents to express repeated multiplication. | I can multiply expressions by adding exponents. | I can divide expressions by subtracting exponents. | I can interpret negative exponents. |
| **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 / HookAn Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | * 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 – SequenceDiscover / Explain – Direct InstructionModeling Expectations – “I Do”Questioning / Encourages Higher Order ThinkingGrouping StrategiesDifferentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | * TTW introduce exponential notation and model several examples of evaluating expressions written in exponential notation and using exponential notation to express repeated multiplication.
* TTW review the procedure for solving two-step equations.
 | * TTW model several examples of multiplying same bases raised to powers and build students’ understanding of adding exponents.
* TTW point out misconceptions concerning same or different bases, multiplying bases, multiplying exponents and guide a discussion to help students discover the fallacies.
* TTW introduce equations with a variable on each side and model several examples.
 | * TTW model several examples of dividing same bases raised to powers and build students’ understanding of subtracting exponents.
* TTW model several examples of solving equations with x on both sides.
 | * TTW further develop the concept of subtracting exponents to guide students to understand that negative exponents indicate fractions.
* TTW guide students with multiple examples and lead a discussion to solidify the concept.
 | No school for students |
| **Differentiated Tasks**(Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students as they work several examples and gradually release them to work independently. | TTW guide students as they work several examples and gradually release them to work independently. | TTW guide students as they work several examples and gradually release them to work independently. | TTW guide students as they work several examples and gradually release them to work independently. |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | TSW be able to:Evaluate $(-5)^{3}$Express $6∙6∙6∙6∙6$using exponent notationSolve:$$3x-27=348$$ | TSW be able to:Simplify the following expression using a positive exponent.$$4^{3}∙4^{5}$$Solve:$$4\left(2x-6\right)=264$$ | TSW be able to:Simplify the following expression using a positive exponent.$$\frac{6^{5}}{6^{2}}$$Solve:$$-3\left(2x+4\right)=-72$$ | TSW be able to:Simplify the following expressions using a positive exponent.$$6^{-8}∙6^{2}$$$$\frac{3^{3}}{3^{8}}$$ |
| **Closure**(Reflection / Wrap-UpSummarizing, 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 ObjectiveRigorous & Relevant) | Glencoe, Algebra I textSection 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%22%20%5Ct%20%22_vid5)
* [Classifying numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-144s.html%22%20%5Ct%20%22_vid6)
* [Simplifying square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-171s.html%22%20%5Ct%20%22_vid7)
* [Estimating square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-172s.html%22%20%5Ct%20%22_vid8)
 | Glencoe, Algebra I textSection 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%22%20%5Ct%20%22_vid5)
* [Classifying numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-144s.html%22%20%5Ct%20%22_vid6)
* [Simplifying square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-171s.html%22%20%5Ct%20%22_vid7)
* [Estimating square roots of rational numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-172s.html%22%20%5Ct%20%22_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%22%20%5Ct%20%22_vid9)[Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html%22%20%5Ct%20%22_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%22%20%5Ct%20%22_vid9)[Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html%22%20%5Ct%20%22_vid10) | Glencoe, Algebra I text, Section 1-4 **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%22%20%5Ct%20%22_vid9)[Using properties of real numbers Video](https://www.pearsonsuccessnet.com/content/HVT_English/academy123_content/wl-book-demo/ph-159s.html%22%20%5Ct%20%22_vid10) |