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: 9-5** | **Date: 9-6** | **Date: 9-7** | **Date: 9-8** | **Date: 9-9** |
| **Standard**(Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | LABOR | MAP | 8.EE.C.7Solve linear equations in one variable. | * [8.NS.A.1](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
* [8.NS.A.2](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).

8.EE.C.7Solve linear equations in one variable. | * [8.NS.A.1](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
* [8.NS.A.2](http://www.tn.gov/education/standards/math/std_math_gr_8.pdf): Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).

8.EE.C.7Solve linear equations in one variable. |
| **Objective**(Clear, Specific, and Measurable, student-friendly) | I can simplify and solve an algebraic equation. | I can identify rational and irrational numbers. I can estimate a square root.I can simplify an expression.I can simplify and solve an algebraic equation. | I can identify rational and irrational numbers. I can estimate a square root.I can simplify an expression.I can simplify and solve an algebraic equation. |
| **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. |
| **Guiding Questions**(Motivator / HookAn Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | * Algebraic equations are used to model real-life problems and represent quantitative relationships.
* Is there a value of 𝑥 that makes the linear equation true?
 | * Algebraic equations are used to model real-life problems and represent quantitative relationships.
* Is there a value of 𝑥 that makes the linear equation true?
 | * Algebraic equations are used to model real-life problems and represent quantitative relationships.
* Is there a value of 𝑥 that makes the linear equation true?
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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**) | DAY | TESTING | * TTW present several examples of equations that require simplifying before solving.
* TTW model and think aloud a process for solving each equation.
 | * TTW present examples of each type of problem that will be assessed and think aloud to solve them.
 | 8th Grade Math Test 2* Distinguish between rational and irrational numbers.
* Estimate the value of a square root.
* Solve two-step equations.
* Solve linear equations requiring simplifying before solving.
 |
| **Differentiated Tasks**(Activities based on students’ needs and learning styles, IEP modifications) | * TTW guide students as they solve equations that require simplifying before solving.
* TSW use a whiteboard to practice solving equations.
 | * TTW ask probing questions to check for understanding while guiding students to complete examples of each type of problem that will be assessed.
 |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | TSW solve the following equations:3(2x – 4) = 305x + 6 – 2x = 24 | TSW complete the practice test. |  |
| **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… |
| **Resources/Materials**(Aligned with the Lesson ObjectiveRigorous & Relevant) |  | 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) |