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: 9-5** | **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.7  Solve 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.7  Solve 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.7  Solve 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 / Hook  An 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 – 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**) | 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 Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | TSW solve the following equations:  3(2x – 4) = 30  5x + 6 – 2x = 24 | TSW complete the practice test. |  |
| **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… |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & 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" \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 1-4 **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" \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) |