

Lesson Plan Template

Grade: 8th grade		Subject: Math 8	
Materials: Pre-recorded video		Technology Needed: Computer for each student.	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.		Differentiation Below Proficiency: Student will be able to plot the points but may struggle finding the points to plot from the given equation. Above Proficiency: Students will have no problem choosing their x values, finding the points to graph and graphing those points. Approaching/Emerging Proficiency: Student can find the points and plot them with ease. However, they may not quite understand how to pick their x values. Modalities/Learning Preferences: Students will have the chance to learn from a video of me teaching the material as well as an in-class explanation. This can then be followed by scaffolded instruction when the previous two ways did not work.	
Objective(s) Students will be able to graph many different linear equations by plotting points. This is the introductory material to the standard. Bloom's Taxonomy Cognitive Level: Understand how to graph a line by choosing x values and solving the equation for a y value. After which they will apply those values to graph the points and draw the line.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be sitting in an appropriate spacing for COVID reasons. They will come into class and sit in their assigned seats. Transitions will be prompts from me to switch to what they are supposed to be doing.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be sitting quietly during the review as well as participate when asked questions. Once the lesson review is done, they will begin their assignments and ask questions as they arise in their work.	
Minutes	Procedures		
30	Set-up/Prep: Video will have already been made for students so they will have needed to watch that before coming to class. I will have some more examples to work on with the students in class.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will recap with the students to make sure they watched the video and if they had any immediate questions from the video.		
15	Explain: (concepts, procedures, vocabulary, etc.) This will be the review that is done with the students to let them ask questions and check their understanding. I will be able to ask questions to many students and see what they understood and what they did not from the lesson. I will also be able to see who I may need to keep a close eye on during work time. We will discuss how to choose x values that work well with fractions by using multiples of the denominator. This is a great way to explain how it will cancel and work out to whole numbers that are easy to graph. For example, with 1/2 we can pick values like 0,2,4,6,8 which all are easy to multiply by 1/2. We will work through many examples including: $Y=4x-8$ $Y=-1/2*x+3$ $Y=2/3*x-1$ Stuff gone though in the video: $y=2x+1$ $y=-4x+8$		
65	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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	<p>Students will begin working on their homework for the week and see if they have any questions. This will give me time to walk around and evaluate how each student is doing and if they are on the right track or not. I can readdress the class if many students are not understanding something or just work with students one on one to help them understand the material better.</p>	
5	<p>Review (wrap up and transition to next activity): During this time, I will do a final check in to make sure the students understood the material as well as clean the desks as per COVID regulations.</p>	
<p>Formative Assessment: (linked to objectives) Students will help solve problems on the board in order to check their understanding during the review of the lesson. I will be able to see who is answering most questions and be able to give others help once they start on their homework.</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will ask questions as I review to see if the students understand the material. I will also walk around after the assignment has been started by students to make sure that they students are understanding the material.</p> <p>Consideration for Back-up Plan: Students who are not there will be required to watch the video and do the homework just like everyone else.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will work on their homework to check their understandings</p> <p>If applicable- overall unit, chapter, concept, etc.: At the end of the concept there will be a test on this and other concepts to see if students understand the concepts</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went well, most students had watched the video prior to coming to class and they were ready to learn. Students learning from home were well involved and that was greatly appreciated of them. I was able to cover the material but at times I went to fast. I did ask at one point and one student did speak up to this extent. That was a worthwhile check and one that I must remember to do as not everyone writes as fast as others. The homework went pretty well I was able to correct some mistakes that I saw from students, but they didn't quite understand the concept of linear, I will have to cover this again soon. Some students mixed up some of their point plotting, but it was more on flipping what value went first, which is an easy fix that they will make soon. It is difficult to remember to put on a mask when approaching students during the lesson since I would take it off when I could to make sure I was understandable. This will take some practice to get down. I got some feedback on the video to make sure that I establish a reason for learning the material right away and help them understand the uses of it. This was a good thing to hear and one that I really need to work on.</p>		