CMS Lesson Plan

Teacher: McQueen

Lesson Date: Week of January 18th

Subject: 8th Grade Math

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| **GSE Assessment Limits/Standards:**  **MGSE8.F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.  **MGSE8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | **Wednesday** |
| **Lesson Objective/Learning Intention: Students will learn how tables and graphs represent relations. Students will learn how the domain affects the range in a function.** |  |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:**   1. Evaluate the expression 3x + 4 if x = 6 2. Evaluate the expression 4x + 9 if x = 2 3. Solve the equation 2x + 1 = 5 + x |  |
| 10 min | **Engage/Motivation: Students will use the F-IF The Customers Task as an opener for the lesson**  [**https://www.illustrativemathematics.org/content-standards/8/F/A/1/tasks/624**](https://www.illustrativemathematics.org/content-standards/8/F/A/1/tasks/624) |  |
| 35 min | **Whole Group Instruction:** Students will begin the lesson with the definition of a function.  Defining a function <https://learnzillion.com/lesson_plans/2976-1-develop-the-definition-of-a-function-c>  Students will create a foldable on functions and relations. Students will take notes and examples within the foldable. |  |
| min | **Group Practice/Small Group Instruction** |  |
| 30 min | **Independent Practice**: Students will use the foldable that they created to answer select problems about relations and functions. |  |
| min | **Evaluate Understanding/Assessment:** (How will I know if students have achieved today’s objective?) |  |
| 5 min | **Closing Activities/Summary/DLIQ:** Students will complete their DLIQ in their math notebook. |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** (How will my lesson satisfy the needs of all learners?) |  |

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| **Resources/Instructional Materials Needed:** (What do I need in order to teach the lesson?) Study Guide provided from Explorations in Core Math (green workbook) |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:**  **MGSE8.F.3** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. | **Friday** |
| **Lesson Objective/Learning Intention:**  Students will learn how to interpret the equation y = mx as a defining linear function without the y intercept. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:**  State the domain and range of select set of ordered pairs (2 problems)  Evaluate the functions (3 problems) |  |
| 5 min | **Engage/Motivation:**  Students will watch a video that introduces the lesson comparing functions and on y= mx. |  |
| 35 min | **Whole Group Instruction:** Students will take notes and practice problems in the form of y= mx. Students will also take notes on comparing functions. |  |
| min | **Group Practice/Small Group Instruction:** |  |
| 30 min | **Independent Practice**: Students will practice problems on comparing functions as well as y=mx from a worksheet.There will be problems in the form on an equations, table, mapping, and a set of ordered pairs |  |
| min | **Evaluate Understanding/Assessment:** |  |
| 10 min | **Closing Activities/Summary/DLIQ:** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *Powerpoint presentation, practice problems from the textbook*  PPT, Worksheet for practice |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
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| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |