CMS Lesson Plan

Name: Ms. McQueen

Lesson Date: August 25, 2015

Subject: Mathematics

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| **GSE Assessment Limits/Standards:**   |  |  | | --- | --- | | **8.EE.7** | Solve linear equations in one variable. | | **8.EE.7a** | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers). | | **8.EE.7b** | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | | **Monday** |
| **Lesson Objective/Learning Intention:** Our students will learn how to solve two step equations. | |

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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:** (3)Equations similar to 2x-5=4x+8 |  |
| 25 min | **Engage/Motivation:** Foldable/ Cornell Notes (no solution, IMS, one solution problems)  5=5 (infinite)  x=3 (one solution)  2 does not = 4 (no solution) |  |
| 20 min | **Whole Group Instruction:**  Logical thinking real world connections (ConnectEd textbook resource)  Solve two-step equations and rational equations |  |
| 15 min | **Group Practice/Small Group Instruction:** example problems include no solution, one solution and IMS for students to try(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 10 min | **Independent Practice**: Students will have practice problems to complete. During this time I will circulate to students who have asked questions or are visibly struggling. |  |
| 10 min | **Evaluate Understanding/Assessment:** AVID strategy called 4 corners… We will use 3 corners for this activity. Students will answer questions with post its… One solution, No solution, and IMS will be on the large post its around the room. |  |
| 5 min | **Closing Activities/Summary/DLIQ:** DLIQ |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** |  |

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| **Resources/Instructional Materials Needed:** Access to connected, Brain pop, algebra tiles |
| **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 -Scaffolded practice |
| 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 |

CMS Lesson Plans

Teacher: McQueen Lesson Date: August 27th

Subject: Mathematics

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| **GSE Assessment Limits/Standards:**   |  | | --- | | Solve linear equations in one variable. | | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers). | | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | | **Wednesday** |
| **Lesson Objective/Learning Intention:**  Our students will learn how to solve two step equations. They will also learn to setup equations from a word problems. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| 20 min | **Engage/Motivation:** Review **translating words into**  Error ID |  |
| min | **Whole Group Instruction:** <http://betterlesson.com/community/document/130672/multi-step-equations-error-analysis-cw> |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 40 min | **Independent Practice**: Error ID |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* |  |
|  | **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?)* |
| **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 |

CMS Lesson Plan

Teacher: McQueen Lesson Date: August 28th

Subject: Mathematics

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| **GSE Assessment Limits/Standards:**   |  |  | | --- | --- | | **8.EE.7** | Solve linear equations in one variable. | | **8.EE.7a** | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers). | | **8.EE.7b** | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | | **Friday** |
| **Lesson Objective/Learning Intention:**  Our students will learn how to solve two step equations. They will also learn to setup equations from a word problems. | |

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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:** IMS or NS distributive fractions |  |
| 5  min | **Engage/Motivation:** break students into groups based on the students quiz score. Students will be given an index card with a different IMS equation on it for each group. Challenge them to see how many solutions they can come up with. |  |
| 10 min | **Whole Group Instruction:** review of fractions and decimals |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 15 min | **Independent Practice**: 3 stations   1. easier (x+5=21 or 4=-4+x) 2. Medium ( 2x+5=20 or 3. Hard (distributive, variables on both sides) |  |
| 5 min | **Evaluate Understanding/Assessment:** Ticket out the door- Solve randomly selected word problems |  |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?) DLIQ* |  |
|  | **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?)* |
| **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 - Stations one teacher suported |
| 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 - Stations two independent |