CMS Lesson Plan

Teacher: McQueen

Lesson Date: October 19-October 23

**Subject:** **8th Grade Mathematics**

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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:** Remediation of word problems | **Tuesday/Wednesday** |
| 30 min | **Engage/Motivation:** Students will be given three squares that they will have to cut up and fit into a right triangle. |  |
| 30 min | **Whole Group Instruction:** After a brain break students will take cornell notes on the Pythagorean Theorem. |  |
| 20 min | **Group Practice/Small Group Instruction:** In small groups students will find the length of missing sides of right triangles |  |
| min | **Independent Practice**: |  |
| 5 min | **Evaluate Understanding/Assessment:** Ticket Out the Door (find the missing leg) |  |
| 5 min | **Closing Activities/Summary/DLIQ:** Students will complete the DLIQ in their math notebook. |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |
|  | **Lesson Objective/Learning Intention: Students will be able to explain the proof of the Pythagorean Theorem.** |  |

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| **Resources/Instructional Materials Needed:** squares and triangle sheet. |
| **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 - Paint Strip Answers |
| 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 - Right To Move |
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|  | **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:**  Remediation of word problems | **Thursday/ Friday** |
| min | **Engage/Motivation:** |  |
| 30 min | **Whole Group Instruction:** How to break apart word problems that use the Pythagorean Theorem. |  |
| 30 min | **Group Practice/Small Group Instruction:** In small groups students will be given word problems. Teacher will rotate nd assist the low groups |  |
| 20 min | **Independent Practice**: Drill and kill. Students will be given various problems including word problems and numeric problems to find the missing leg or hypogenous. |  |
| 10 min | **Evaluate Understanding/Assessment:** Ticket Out the Door (word problem using the Pythagorean theorem) |  |
| 5  min | **Closing Activities/Summary/DLIQ:** Students will complete the DLIQ in their math notebook. |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |
|  | **Lesson Objective/Learning Intention: Students will be able to explain the proof of the Pythagorean Theorem.** |  |

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| **Resources/Instructional Materials Needed:** word problems and station work. |
| **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 - Paint Strip Answers |
| 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 - Right To Move |

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| **GSE Assessment Limits/Standards:**  **MGSE8.G.6** Explain a proof of the Pythagorean Theorem and its converse.  **MGSE8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.  **MGSE8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.  **Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**  **MGSE8.G.9 Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.**  **Work with radicals and integer exponents.**  **MGSE8.EE.2 Use square root and cube root symbols to represent solutions to equations. Recognize that x2 = p (where p is a positive rational number and lxl < 25) has 2 solutions and x3 = p (where p is a negative or positive rational number and lxl < 10) has one solution. Evaluate square roots of perfect squares < 625 and cube roots of perfect cubes > -1000 and < 1000.** | ***Friday*** |
| **Lesson Objective/Learning Intention: Students will be able to explain the proof of the Pythagorean Theorem.** | |

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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:** Review exponent Laws: |  |
| 10 min | **Whole Group Instruction:** Review of Pythagorean Theorem by reviewing homework assignment. |  |
| 10  min | **Group Practice/Small Group Instruction: Practice Assignment online** |  |
| 20 min | **Independent Practice: Assessment** |  |
| min | **Evaluate Understanding/Assessment:** |  |
| 5 min | **Closing Activities/Summary/DLIQ:** TOTD |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** |  |

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| **Resources/Instructional Materials Needed: Benchmark Test** |
| **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 - Paint strip answers |
| 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 - Right To Move |
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