

## Graphing Linear Equations Day 1

<b>Grade: 8</b>		<b>Subject: Math</b>	
<b>Materials: Graphing Paper</b>		<b>Technology Needed: Flipchart, Laptops</b>	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" 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: Dreambox	
<b>Standard</b> <b>8.F.3:</b> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line.		<b>Differentiation</b> <b>Below Proficiency:</b> I will give these students some extra notes by having them watch a quick video of the lesson during Dreambox work time.  <b>Above Proficiency:</b> Giving various examples will benefit these students. These examples will be tougher and challenge them further.  <b>Approaching/Emerging Proficiency:</b> The examples and notes during the class will provide the necessary modeling for these students  <b>Modalities/Learning Preferences:</b> Visual	
<b>Objective</b> <b>TLW</b> Graph linear functions using a table  <b>Bloom's Taxonomy Cognitive Level:</b> Understand, Apply			
<b>Classroom Management-</b> The students will be expected to begin with their Spiral Review in their desks. I will have the students get laptops for Dreambox by calling out their tables.		<b>Behavior Expectations-</b> The students are expected to be on Dreambox while on their laptops except for the four students who will watch an extra video on YouTube.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> Have graphing paper and worksheets on hand. Pull up Flipchart with spiral review and notes on the projector.		
<b>35</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Begin class with the spiral review/bell ringer and hand tests back. Go through tests briefly and allow Mrs. Davis to answer any questions on the test that the students may have. Now, go into Dreambox for 20 minutes.		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Using the MAP Testing scores and observations, I have prepared some extra review and a head start for the students that are tested below average. In the last five or so minutes of Dreambox, have Juliana, Maurice, Taylor, and Jesse watch a video on graphing linear equations to give them a head start on the notes. The video is <a href="https://www.youtube.com/watch?v=rgvysb9emcQ">https://www.youtube.com/watch?v=rgvysb9emcQ</a> , and they will be watching only the first five minutes of the video. Next, I will hand out graphing paper and have the students go and grab markers for notes, or they will write the notes in their notebook. I will go into the notes on the flipchart and walk through the examples on the flipchart. I will be paying attention to the students who are having a hard time graphing some of the example problems and take note of this for when the students begin the worksheet.		
<b>0</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> During the notes section of the lesson, the students will be graphing on their own and then we will graph as a class for feedback. The worksheet will be a part of the next lesson.		
<b>0</b>	<b>Review (wrap up and transition to next activity):</b> We will finish up the notes in the second half of the lesson.		
<b>Formative Assessment:</b> I will be progress monitoring the students as they work on the examples on the notes.  <b>Consideration for Back-up Plan:</b> If to many students forgot how to graph, we will do a quick review on that.		<b>Summative Assessment</b> <b>End of lesson:</b> This will be a part of the next lesson, since it is a block schedule it will still be part of the same period. The summative will be the homework assignment with the chapter test at the end of the week.	

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### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I would say the lesson went well. I was able to differentiate without having the whole class know who I asked to watch the extra video. Otherwise, I did feel some tension with some of the students who didn't want to watch it because they were embarrassed or because they just wanted to keep doing dreambox. I really did notice that this helped these students understand the lesson on the same level as the other students because while I'd be helping them, I was able to reference back to the video they watched. The students understood the lesson well. They did need a refresher on graphing, but I was able to give a quick refresher on this. I also reminded them that we did these on the spiral review which I noticed helped them realize that the lesson was not very difficult.

Something I would add would be to be a more formalized graphing review during the spiral review that would help answer any questions before they come up.

I could also tell from walking around during the spiral review who was going to understand the lesson right away and who was going to need extra assistance. So, the spiral review was very useful because the students got a feel for what they were going to be working on before we began on the notes.

In the end, the lesson was successful because the students understood the content and I covered what I had planned.