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TEM 3.0 Lesson Plan Template

Week of: December 8 – December 12
Subject: 8th Grade Math: Relations and Functions

effectively.

Plan 2: Set through-course and end-of-course goals.

Plan 3: Create or adapt standards-based instructional plans and assessments guided by pacing and content from instructional maps.

Teach 1: Engage students in objective driven lessons.

Teach 2: Explain content clearly and accurately.

Teach 3: Engage students at all learning levels in appropriately challenging work.

Teach 4: Provide students multiple ways to engage with content.

Teach 5: Use strategies that develop higher-level thinking skills.

Teach 6: Check for understanding and respond appropriately during the lesson.

Teach 7: Maximize instructional time.

CLE 1: Build a respectful, learning-focused classroom community.

CLE 2: Develop classroom procedures and routine.

CLE 3: Use classroom space and resources to support instruction.

CLE 4: Manage student behavior.

Reflect and Adjust 1: Monitor progress relative to through-course and end-of-course goals.

Reflect and Adjust 2: Use student data to inform and modify instructional practice.

	Indicators	Monday	Tuesday	Wednesday	Thursday	Friday
STAGE 1. What knowledge of your students' performance data,* interests, background, etc., are you using to inform your planning process? <i>(*Data may range from district's assessment data to teacher-created classroom data.)</i>	P1, P2, P3, RA2	TCAP Data, Weekly Assessment Data, Discovery Data, A-NET 2: Math	TCAP Data, Weekly Assessment Data, Discovery Data, A-NET 2: Math	TCAP Data, Weekly Assessment Data, Discovery Data, A-NET 2: Math	TCAP Data, Weekly Assessment Data, Discovery Data, A-NET 2: Math	TCAP Data, Weekly Assessment Data, Discovery Data, A-NET 2: Math
STAGE 2. What will students know and be able to do at the end of this lesson? <i>The learning objective(s) is best stated in student friendly language (learning target or an "I Can" statement), measurable, stating what the student will be able to do by the end of the lesson. Objective(s) should also be communicated within the context of the standard(s).</i>	P1, P2, P3, T1, T3	-Solve real world problems requiring functional notation. SPI 0806.3.7 Identify, compare, and contrast functions as linear or nonlinear.	RETEACH COMMON CORE STANDARDS (A-NET 2 Data) 8-1 & 8-3 8.F.5 Qualitative Descriptions and Graphs Objective: Describe qualitatively the functional relationship between two quantities by analyzing a graph. 8-2 8.G.7 Real-World and Mathematical Pythagorean Theorem	Discovery B (Math)	-Solve real world problems requiring functional notation. SPI 0806.3.7 Identify, compare, and contrast functions as linear or nonlinear.	Mini Summative Assessment: Relations and Functions (consisting of 10 multiple-choice questions) (Questions from ANET Booklet & TCAP Coach Book



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	Indicators	Monday	Tuesday	Wednesday	Thursday	Friday
			Applications in 2-D and 3-D Objective: Use the Pythagorean Theorem to solve contextual problems. 8-4 8.F.1 Functions: Graphing & Definition Objective: Identify proportional and nonproportional linear relationships by finding a constant rate of change.			
Connecting Prior Knowledge: <i>Bell work, Do Now, Journaling, KWL Chart, Review, Re-teach, etc.</i>	T1, T7	Decide whether or not the set of ordered pairs defines a function and explain why. a.(1,2) (2,3) (1,5) (3,3) b.(2,7) (7,2) (6,0) (1,2)	A dance studio charges an initial fee of \$75 plus \$8 per lesson. Write a function to represent the cost $c(L)$ for L lessons. Then determine the cost for 13 lessons.	Discovery B (Math)	Choose four values for x to make a function table for each function. Then state the domain and range of the function. $F(x)= 5x + 5$	Mini Summative Assessment: Relations and Functions
Guiding Question(s): What are the questions that will drive the content and skills that you will teach? <i>Higher order, open-ended, and frequently asked questions begin with “how” or “why”.</i> <i>Can be the driving question for the lesson or for a longer period of time (i.e., week, unit).</i>	T2, T5	How can my understanding of what is, and is not a function be transferred into applications of functions in graphs tables and real world situations?	8-1 & 8-3 How can we explain the relationship between two variables on a graph? 8-2 How are students going to use the Pythagorean Theorem in life? 8-4 How can my understanding of what is, and is not a function be transferred into applications of functions in graphs tables and real world situations?	Discovery B (Math)	How can my understanding of what is, and is not a function be transferred into applications of functions in graphs tables and real world situations?	Summative Assessment

	Indicators	Monday	Tuesday	Wednesday	Thursday	Friday
the task(s).	T3, T4, & T6	<u>Instructional Strategies:</u> Non-linguistic representation, Whole Group, Small Group (Independent Practice), Cooperative Learning, Building Vocabulary, Checking for Understanding, Scaffolding	<u>Instructional Strategies:</u> Non-linguistic representation, Whole Group, Small Group (Independent Practice), Cooperative Learning, Building Vocabulary, Checking for Understanding	Discovery B (Math)	<u>Instructional Strategies:</u> Non-linguistic representation, Whole Group, Small Group (Independent Practice), Cooperative Learning, Building Vocabulary, Checking for Understanding	Summative Assessment
Task(s): Think about including one or more of these instructional strategies: <i>Literacy, interventions, differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, small groups, whole group, etc.</i> How will you maximize the instructional time with each task? Introduction (approximate time):	P1, T7	<u>Introduction (5 minutes):</u> -Study Jams: Functions Table (Step-by-Step) <u>Key Terms:</u> -function table -independent variable -dependent variable	<u>Introduction (5 minutes):</u> -Introductory Video for each class pertaining to the retaught CC Standard <u>Key Terms:</u> Varies each class	Discovery B (Math)	<u>Introduction (5 minutes):</u> -Review Concepts from Monday: Functions and Relations <u>Key Terms:</u> -function table -independent variable -dependent variable	Summative Assessment
Guided Practice (approximate time): <i>In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performances? (WE DO)</i>	T4, T7	<u>(15 minutes): Regular, Gifted & Talented, Resource:</u> -Guided Notes: Function Table, Function Values *Students will take a survey about how many minutes, on average, it takes them to travel to school in the morning. Create a relation in which the number of students is the domain, and the number of minutes is the range. Students will explain whether this relation is a function, and why or why not.	8-1 & 8-3 (15 minutes): Gifted & Talented: -Guided Notes: Functions 8-2 (15 minutes): Regular: -Guided Notes: Pythagorean Theorem 8-4 (15 minutes): Regular: -Guided Notes: Slope & Functions	Discovery B (Math)	<u>(15 minutes): Regular, Gifted & Talented, Resource:</u> -Guided Notes: Function Table, Function Values	Summative Assessment



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Indicators	Monday	Tuesday	Wednesday	Thursday	Friday
3, T5, T6	<p><u>(20 minutes)</u> <u>Gifted & Talented,</u> <u>Regular, Resource:</u> -Will be leveled practice problems out of the packet provided based on checks for understanding embedded in the lesson.</p>	<p><u>(20 minutes)</u> <u>Gifted & Talented,</u> <u>Regular, Resource:</u> -Will be leveled practice problems from the textbook on checks for understanding embedded in the lesson.</p>	Discovery B (Math)	<p><u>(20 minutes)</u> <u>Gifted & Talented</u> -Enrich Worksheet</p> <p><u>Regular:</u> -Skills Practice Worksheet</p> <p><u>Resource:</u> -Reteach Worksheet</p>	Summative Assessment
3, T6, A2	<p><u>Assessment (10 minutes):</u> -TCAP Coach Q&A (multiple-choice)</p>	<p>8-1 & 8-3 <u>Assessment (10 minutes):</u> Multiple Questions from A-Net Test Booklet: # 11, 28, 33</p> <p>8-2 <u>Assessment (10 minutes):</u> Multiple Questions from A-Net Test Booklet: #7, 25</p> <p>8-4 <u>Assessment (10 minutes):</u> Multiple Questions from A-Net Test Booklet: #2, 23, 32</p>	Discovery B (Math)	<p><u>Assessment (10 minutes):</u> -TCAP Coach Q&A (multiple-choice)</p>	Summative Assessment
1, T6, T7	<p><u>Closure: TOD: (5 minutes)</u> -Exit Ticket: If $k(x) = (x-3)(3x+4)$: What is $k(0)$?</p>	<p><u>Closure: TOD: (5 minutes)</u> -Exit Ticket: Multiple-Choice Question from TCAP Coach Book pertaining to the</p>	Discovery B (Math)	<p><u>Closure: TOD: (5 minutes)</u> - Clear-up any misconceptions concerning this week's lesson.</p>	Review Game: Mini Summative Assessment



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Indicators		Monday	Tuesday	Wednesday	Thursday	Friday
		-Differentiated Homework Assignments from Textbook	re-taught SPI. -Differentiated Homework Assignments from Textbook			
Resources and Materials Needed for Addressing the Task <i>Consider any differentiated materials needed based on the developed tasks and student modifications (all levels).</i>	CLE3	Textbooks, Workbooks, Discovery, TCAP Coach Book, ANET Test Booklets	Textbooks, Workbooks, Discovery, TCAP Coach Book, ANET Test Booklets	Textbooks, Workbooks, Discovery, TCAP Coach Book, ANET Test Booklets	Textbooks, Workbooks, Discovery, TCAP Coach Book, ANET Test Booklets	Textbooks, Workbooks, Discovery, TCAP Coach Book, ANET Test Booklets
STAGE 4. (TO BE COMPLETED AFTER TEACHING LESSON) Thinking About This Lesson <i>How well did the students achieve the learning targets based on your evidence? What surprises, questions, dilemmas, or problems did you encounter?</i>	RA2, P1					
Thinking Ahead <i>What will you do next for your students; why? Consider students who mastered the learning target at different levels or not at all.</i>	RA2, P1					