


Lesson Plans: Subject: 8th-Grade Basic Math (Vmath)
Instructor: Mrs. K. Leslie, Burns Middle School

 Period(s): 1 2 3 4 5 6 All

Date: Monday, August 15th, 2011

Math Web Resources:

Bloom's Taxonomy:

Save/Send PDF:

Lesson Topic:

Module 1, Lesson 1: Using a Problem-Solving Plan

Bellringer:

What are procedures, and why are classroom procedures important?

Additional Essential Question(s) (Additionally, the **Essential Vocabulary [E.V.]** will be found below in this category):

1.0: Pass out classroom rules and discuss classroom procedures.

1.1: Infer that division is the opposite of multiplication.

1.1: Answer a simple (two-step) word problem.

EV: Rules, procedures, addition, subtraction, multiplication, and division.

Additional Alabama Course of Study (ACOS) Objectives for 8th-Grade Mathematics (SAT 10, AHSGE [denoted by *], LCCE, IEP's in the state of Alabama, and the MCPSS' EQTs all support, align, and correlate to the ACOS):

1.1. Using alternative representations of rational numbers. Examples: models, drawings, grids, graphs.

Cycle of Instruction (Additional Activities/Methods):
Introduction: 1.1: Establish a motivational set by explaining a real life architecture and engineering problem to students involving words, and determine what the words mean.

Instruction: 1.1: Define and equate every day words to math terms and symbols, example: "difference" means "minus."
(Direct)
Practice: 1.1: Solve a word problem involving three sentences using at least four (4) essential vocabulary terms,
(Guided) including "less," "left over," and "each."

Practice: 1.1: Work problems 2 and 3 in the "Model New Skills" review.
(Independent)
Closure/CFU: 1.1: Participate in a "fun review" for essential vocabulary (matching vocabulary -- popsicle stick draw).

Comments: 1.1; Tomorrow, use real life experiences tomorrow to reinforce every day terms in math & problem-solving.

Open Text Field for any Additional Lesson Plan Documentation:

If applicable, use this space to type additional information.