Name____Morgan Albers_____

Lesson Plan

Learning Segment Focus_____combining like terms____Lesson _____2_____of_____3_____

Course & topic addressed ___Math combining like terms_Date__9-21-20_____ Grade___7th___

Student Outcomes

Specific learning **objectives** for this lesson.	Learn how to combine like terms
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Combining like terms is the same as adding and subtracting just adding a variable.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Will be used the rest of the math career.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations: • Find solutions to a system of two linear equations in two variables so they correspond to points of intersection of their graphs • Solve systems of equations in two variables algebraically using simple substitution and by inspection (e.g., $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6) • Solve real-world mathematical problems by utilizing and creating two linear equations in two variables. For example: Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Terms in an equation**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	math

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart board
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Paper and pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	**Teaching & Learning Activities (This should be a BULLETED LIST)**	**Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)**
10 minutes	**Introduction**: • **Bell ringer**	The students will work on a problem about what was taught yesterday.
30 minutes	**Instruction:** • Go over equations from yesterday • Start teaching how to combine like terms • Do examples	To start the lesson, we will go over equations one more time. After this we will start to add like terms. We will go over the steps and do many examples together.
15 minutes	**Closure:** Exit ticket	The students will get a worksheet with 2 examples on it and do it before they leave.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	This lesson will not be modified it is for the upper level students.

Updated 12-17-19 NLC

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	**The students will need to know all previous material to understand this lesson.**

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ Formative /☐ Summative	Smartboard
	☐ Formative /☐ Summative	Pencil
	☐ Formative /☐ Summative	paper

Research/Theory

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Combining like terms

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx