**Lesson Plan Template**

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| **Name:** | **304**  |  | **Course:** | Basic Math  |  | **Grade:** | 7 |
| **Unit:** | Integers |
| **Big Idea:** | Negative numbers are to the left of zero and positive numbers are to the right of zero. Numbers are greater as they move to the right on the number line. |
| **Subconcept:** | The coordinate plane if formed from the intersection of 2 number lines at their zero points. A point is graphed by starting at the origin, moving along the x-axis, and then from there moving along the y-axis. |
| **Literacy Strategy(s):** | Journal, anticipation guide |
| **Lesson:** | Coordinate Plane |  | **Date Taught:** | 3/9 |
| **Learning Objective(s):** |
|  |  Students will be able to | Graph an ordered pair |
|  | Students will be able to | State what quadrant a point lies in |
| **Idaho Standards (or National Standards if no Idaho Standards exist):** |
| 7.M.1.1.1, 7.M.1.1.3, 7.M.1.1.7, 7.M.1.2.2 |

**Detailed Description of Lesson:**

Describe the sequence of activities in the lesson. Include the instructions that students are given for activities. Remember that these lessons will be shared with other teachers. Please provide enough detail so that other teachers could replicate the lesson.

Students received the anticipation guide and instructions were given about answering the questions true or false using their own knowledge without being worried if answer is right or wrong. This was the second time this class used an anticipation guide but I did need to explain the directions again as one student had been absent the first time and all of them needed the reminder of how it worked. After they finished answering on their own, I passed out the reading and explained how they should locate the information from the statements in the reading, change their answer if needed, and mark down the location of where they could justify their thinking. This reading was only a front/back page so they needed to more specific about where they found the information. To those students who finished first, I had them go back through the false statements and change the wording to be true. After that, they were put in pairs to discuss their true/false answers. This garnered more discussing/arguing as I made some questions harder to find in the reading and one or two statements based on reading between the lines. After all groups were finished, we went statement by statement as a class so everyone was on the same page. We created a coordinate plane foldable (see handouts) and wrote down quick hints that we learned from each statement – putting numbers on # lines, labeling axes, origin, quadrants, how to plot points, etc. We practiced plotting points that I gave them, and then they had to come up with a point located in the 2nd quarter. I had them break into partners to play “connect 3” by picking 2 cards from a deck and then plotting that point – red for negative and black for positive. A student who could get 3 points in a row would win.

**Handouts:**

Include any handouts that students were given.

**Student Work:**

Include samples of student work from the lesson (include and identify examples of high, medium, and low quality). *Remove student names before submitting.*

**Reflection:**

Complete the Lesson Reflection Form on the following page. Spend time to include details of how the strategy worked and what you may have done differently. This is the portion with will most help your colleagues in implementing their own version of you lesson.**LIMSST Project Literacy Lesson Reflection Form**

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| --- | --- | --- | --- | --- |
| **Name:** | **304** |  | **Date lesson was taught:** | **3/9** |
| **Lesson Title/Topic Areas:**  |
| **Coordinate Plane** |

**Literacy Strategies Used:**

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies? Be specific and use as much detail as possible.)

 I used an anticipation guide again. The coordinate plane lesson has a lot of new vocabulary terms in it and I couldn’t think of another way to introduce those words without students being able to see them and interact with them first. The reading I chose had information everywhere – on the graph, in the margins, in examples, etc, causing the students to really read and search to find the information. I still used pretty straightforward statements from the reading but I also included some where the students had to extract the information and connect some concepts together.

**Student Response to the Lesson:**

(Was the strategy effective? Were students able to read/write as needed in this lesson? What attitudes were displayed? How did specific

 students and/or the class do? How did the literacy strategy aid in developing student understanding of the topic? Cite specific evidence from the samples of student work)

 Again, my students gave it their best effort. I could see several students really giving the questions some thought before the reading because they like to have correct answers to beat their classmates, even though it isn’t a competition. I don’t believe very many of the students had ever seen the coordinate plane before so several of the questions definitely were unfamiliar to them. My lowest student, at 2nd grade reading level, did as well as he could but I don’t think he understood very much in the reading until he met with his partner. The reading did have a lot visually going on with graphs, text bubbles, items in margins, etc, and it seemed to be a little much for him but he tried his best. Some students did great at changing the false statements to true while others left the statements blank or didn’t even find if the statement was true or false in the reading. One of the questions I pulled from information in the margin (an area students typically overlook) and only one student was able to correctly identify that spot in her justification of the true/false answer.

**Lesson Reflection:**

(What worked well with this lesson? What challenges did you encounter in this lesson? Would you change certain aspects of the lesson or the questions that you asked? How does this influence future lesson planning?)

 I would change the statements to be more straightforward again, until we have had more practice with reading the text and using anticipation guides. There was confusion in the discussions when the statement wasn’t directly stated and they had to make an inference, the partners were unclear of an answer and couldn’t use the text to back up either side. Some groups still had incorrect true/false answers after the pairs’ discussion so I was glad we discussed each point as a class and wrote on the foldable after each statement. The whole group discussion seemed to be the best part to tie everything together and address the misconceptions from the statements.

**Relationship to Previous Instruction:**

(Have you taught this lesson/topic prior to the LIMSST project? If so, how did your teaching of this lesson differ from what you taught before? How did students’ reactions to this lesson differ?)

 I always teach coordinate plane, both in the basic and regular 7th grade classes. Next year I would like to try this anticipation guide with my regular classes as many are already familiar with the coordinate plane and I could use more of the inference-based statements. Usually I just do the normal teacher lecture where I give the students note pages that include a blank coordinate plane, and then I tell them the labels and how to graph points. Students that have done it before are often bored while others are trying to learn the basics like go left or right first and then up or down. My basic students seemed much more engaged during the lesson and connected. Using this anticipation guide next year in the regular classes will help me see who already has knowledge about coordinate plane by how they answer the questions before the reading, and then I can pair them with someone who doesn’t know as much, hopefully leading to pair teaching.