

Lesson Plan Template

Name: **105** XXXXXXXXXX

Course: LIMSST Math

Grade: 7

Unit: Integers

1. **Big Idea:** Integers show all numbers have size and a positive and negative relationship to other numbers; it shows the idea of opposite.
2. Negative numbers are the opposite of the positive numbers of the same size.

Subconcept: _____

Literacy Strategy(s): quick write(real life use of integers), anticipatory guide (P. 130-1), journal entry (choices found below at end of detailed description of lesson)

Lesson: Introduce Integers

Date Taught: October 22, 2008

Learning Objective(s):

- Students will be able to use their book to search for answers to questions.
- Students will be able to read critically to clarify text

Idaho Standards (or National Standards if no Idaho Standards exist): 7.M.1.1.1, 7.M.1.1.3, 7.M.1.2.2

Detailed Description of Lesson: Students will be given 1-2 minutes to do a quick write about the uses of negative numbers in the real world. Discussion will follow. Students will turn their math books to page 130 and receive a handout of anticipation questions. They will be given about 5 minutes to fill in the anticipation guide, then pair up and discuss their findings. Use follow up activities to practice the concepts in the anticipatory guide. (from Connection Math book) End with a journal entry:

1. Describe how you can compare the following types of numbers to decide which is greater. Use examples to illustrate your thinking. A. two positive numbers B. two negative numbers C. a positive number and a negative number
OR
2. Describe how to locate numbers on a number line. Use examples to illustrate your thinking. Be sure to include positive and negative numbers.

LIMSST Project Literacy Lesson Reflection Form

Name: _____

109

Date lesson was taught: **October 22, 2008**

Lesson Title/Topic Areas: Integers

Literacy Strategies Used:

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies?)

We did an anticipation guide – my first one- and a quick write on the uses of negative numbers. Both were to introduce the idea of negative numbers.

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)

The students had a difficult time with the anticipation guide. It took them almost the whole period to do it, even working in pairs. They weren't used to doing this kind of hunting for things on a page they hadn't looked at before. Some got frustrated. I tried very hard to stay out of their discussions. It was especially hard for my low students, but when we went through and used the book to check what they had done, I thought it would be easier, but it wasn't. When we went through the lesson together, most caught on to what we were doing and could see where the examples or book did let on to an 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?)

Many of the students balked at first, but I pushed for them to try something. When we were finished many did not want to do it again, but I think I will do it again since they have the first one under their belt. I would do this again on the same lesson, but then follow up with another one about two weeks later on a different topic so they could benefit from the first try at it. In Jan. I will try another two and see how it goes.

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?)

This lesson used their input using the book before I ever spoke to them about integers which was a change. Some were frustrated by not just being told what to do and how to do it. I like the writing, esp the quick write so they could begin to see how much we use negative numbers in the real world and why they need to know them. I think it made it easier for them to work at understanding them.