**Lesson Plan**

**(Second Unit Lesson)**

**Name:** 108 **Course:** Pre-Algebra **Grade:** 8th grade

**Unit:** Number Classification

**Big Idea:** Students will develop a more complete understanding of the number system. Students will extend their knowledge of real numbers by indentifying and differentiating the classification of real numbers.

**Sub concept:**

* Identify common usage of numbers, classify the numbers.

**Literacy Strategy(s):**

* .Written justification of classifying numbers.
* Demonstrate understanding of classifying numbers.

**Lesson: (Writing) Newspaper Collage Date Taught:** 11/18/08

**Learning Objective(s):**

* Student will determine classification of numbers in real-world situation.
* Students will classify each number found within the newspaper.
* Students will creatively illustrate their knowledge of number classification.

**Idaho Standards:**

***Standard1: Number and Operation***

* Goal 1.1 Understand and use numbers
* 8.M.1.1.1 Comparing numbers.
* 8.M.1.1.3 Locate position of rational numbers on a number line.
* 8.M.1.1.7 Apply to real-world situation
* 8.M.1.1.8 Use appropriate vocabulary

**Detailed Description of Lesson:**

* The students will have an entry journal assignment. “List all the different kinds of newspapers”
* Discuss the different types of newspapers and how they are used.
* Students will identify different types of numbers within articles and extract them.
* Students will create a Venn diagram to paste/transfer number.
* Students will summarize the findings.

**LIMSST Project Literacy Lesson Reflection Form**

**Name: 108 Date lesson was taught: November 18, 2008**

**Lesson Title/Topic Areas:**

Number Classification /Newspaper Collage

**Literacy Strategies Used:** .Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies?)

Determine classification in real-world situation by reading and writing about numbers found in newspapers. This activity helped the students appreciate the everyday use of numbers and classification of numbers.

The goal using this strategy was to familiarize the students to the classification of numbers and their uses in media.

**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)

Yes, this strategy was effective and provided students with a visual representation of classification. The students were able to openly discuss ideas, share thoughts and demonstrate understanding. They enjoyed this lesson, they had no trouble sharing and critiquing each others works. This is an inclusion group with three indentified IEP students along with two identified GT students. This strategy was easy to modify for the GT and IEP students.

This strategy also provided a great visual for review (Word Wall) and clueing.

**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?)

The lesson provided a great way to practice classifying numbers. Time, it was a challenge to fit it into one class period. Also, providing all the resources (different newspapers) became costly. This lesson could have been done as a homework project, instead of using class time.

The lesson could have easily been adapted to be a journal assignment or extra project. I used this lesson as a way to differentiate abilities and learning.

I will continue to use this as a tool. I really appreciated the visual stimulus in vocabulary recall.

**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 haven’t used this lesson before; I found it in the “Activities for Junior High School Volume 2” resource book. I adapted the lesson for number classification instead of approximating number like it demonstrated in the book.