**Lesson Plan**

**(First 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 if real numbers by indentifying and differentiating the classification of real numbers.

**Subconcept:**

Numbers are classified according to type.

**Literacy Strategy(s):**

* Anticipation guide for reading.

**Lesson:** (Reading) Anticipation Guide **Date Taught:** 11/12/08

**Learning Objective(s):**

* Students will be able find purpose in reading the text.
* Students will be able elicit prior knowledge of number classification.
* Students will be able to participate in a discussion.

**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.1.1.8 Use appropriate vocabulary

**Detailed Description of Lesson:**

* The students will have an entry journal assignment. “What is an anticipation guide?” a long with “What does it mean to predict?”
* Discuss the journaling responses
* Students will complete the anticipation guide before reading.
* As a whole group we will discuss differing viewpoints and give reasoning for choices.
* Have students pair read the text.
* Have student discussions after reading.
* Next day’s journal they will find support for differing viewpoints.

**Handouts:** Anticipation guide **Real Numbers**

**Anticipation Guide**

Before Reading: In the space to the left of each statement place a mark if you agree or think the statement is true.

 During or After Reading: Add new check marks or cross through those about which you have changed your mind. Use the space under each statement to note the location in the text where you have found information to support your thinking. Be ready to prove and support your interpretation.

Textbook: Algebra I page 17-20.

\_\_\_\_1. The quotient of two numbers can be an irrational number.

\_\_\_\_2. Zero is an irrational number.

\_\_\_\_3. Fractions are integers.

\_\_\_\_4. -6/2 is an integer.

\_\_\_\_5. 3.14 is an irrational number.

\_\_\_\_6. All whole numbers are integers.

\_\_\_\_7. Zero is a natural number.

\_\_\_\_8. The square root of 10 is a whole number.

**LIMSST Project Literacy Lesson Reflection Form**

**Name: 108 Date lesson was taught: November 12, 2008**

**Lesson Title/Topic Areas:**

 Number Classification /Anticipation Guide

**Literacy Strategies Used:** Anticipation guide for reading.

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

I decided to use an anticipation guide to encourage participation in reading and develop critical thinking skills. My goals were to give purpose for reading, develop evidence for responses, and students were able to justify findings.

This lesson engaged students in reading and stimulated class discussion.

**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)

This strategy was effective in stimulating class discussion and engaging student with text. This is the first time the students have been exposed to an anticipation guide. It took awhile for them to understand that the answer wasn’t in the text; they had to make a conclusion based on what they read.

The high students did really well; the low students had difficulty in supporting their claims. The “risk” in lesson was being able to substantiate your answer that was a big risk for middle to low students. If you notice the low students work sample were brief and not support with ideas or text.

**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?)

This was a great way to introduce an anticipation guide. Next year I will develop journal prompts to illustrate what an anticipation guide is before having a lesson. This idea might diminish risk in the lesson, thus providing familiarity and safe discussions.

I will continue to use an anticipation guides for future lessons. It was a great tool that stimulated and generated great conversations. I would make them simpler in understanding; less would maybe create more discussion and comprehension.

**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 have never taught this lesson before; I thought it wouldn’t be appropriate for math text. After teaching it I will continue to use this tool.

The student’s reaction was that of confusion, typically students find the answer **in** the text. The idea of coming to a justified conclusion was more difficult.