

Berea MS Lesson Plan 2025 - 2026 Week (Specific Dates): September 15 to 19 **Teacher:** Mr. Danku **Grade/Subject** Math 8



Unit Title:	Linear Relationship
Unit Vocabulary:	Proportional relationship, constant of proportionality, slope of a line. Positive, negative, zero, undefined, unit rate, rate of change, increase/decrease
Upcoming Common Assessments (MasteryConnect):	Quiz September 19, 2025 Lesson Quiz Sept 26, 2025 Major September 30, 2025 Quiz Oct 3, 2025 Test October 8, 2025

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)	
M O N D A Y	Standard (write out): 8.PAFR.2.3: Identify the rate of change for a linear function as the slope of the line <u>Learning Objective</u> Skill (what), Content (why), Product (how): Scholars will identify non-proportional linear	Scholar Starter Cycle 3 Day 5 Activating strategy Online Video Blogger McGraw-Hill	Essential Questions <i>How do the slope and y-intercept of a non-proportional relationship show how it differs from a proportional one?</i> <u>Standards Based Materials & Resources:</u> Presentation Direct instruction McGraw-Hill text p.140 Guided Learning	Check the activity sheet of scholars Answer essential question	Share response with neighbor	WICOR W-Write response to exit ticket given sentence frame Write response to problem in online video blogger I- Inquire to C-Collaborate to answer	

	relationships and analyze their slope and y-intercept to explain how they differ from proportional relationships.	text p. 140	Let's Explore More McGraw-Hill text p.140 Reveal questions finding slope and y-intercept from graph Independent Learning Reveal Questions finding the slope y-intercept and write the equation from the same graph <u>Content/Academic Vocabulary:</u> Constant rate of change slope Y-intercept, Linear Function, proportional relationship, non proportional relationship, Equation, ordered pair. <u>ILAP/IEP/504 Scaffolds & Supports:</u> Sentence frames, Word Bank with visual Real world example, read aloud and repetition of key terms <u>Opportunities to SWRL:</u> Speaking- Share response to exit ticket with their partner Writing- Write response to exit ticket given sentence frame			questions in guided learning and online blogger O- Scholars organize their thoughts to respond to problems R-Scholars read the prompts given and content in text.	
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		Write response to problem in online video blogger Read- Read the the definitions from vocabulary cards or anchor chart Listening- Scholars listen to teacher modeling in peer examples. <u>Costa's Levels of Thinking/Questioning:</u> Level 1: What would be the equation if Zarif received a bonus of \$1000 instead of \$500? Does the graph represent a proportional or nonproportional relationship why or why not? Level 2: Why do you think the equation $y=0.003x + 500$ is in the slope-intercept form? Why does the line have a slope even though it does not pass through the origin? Level 3: How do the slope and y-intercept of a non-proportional relationship show				
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			how it differs from a proportional one?				
T U E S D A Y	Standard (write out): 8.PAFR.2.3: Identify the rate of change for a linear function as the slope of the line Learning Objective Skill (what), Content (why), Product (how): Scholars will practice finding the slope and y-intercept of a line and use them to write the corresponding linear equation.	Scholar Starter Cycle 3 day 6 Slope and Y-Intercept Read the equation below: $y = -2x + 4$ Write: Identify the slope and y-intercept in the equation. Describe how the slope and y-intercept would appear on the graph. Turn & Talk (Speak/Listen): With a partner,	<i>Essential Question</i> <i>How can knowing the slope and y-intercept help us write and understand the equation of a line?</i> <u>Standards Based Materials & Resources:</u> Guided Learning Lesson 3-5 Take another Look find the equation of a line Independent work Slide 8(assessment) Lesson 3-5 Take another look Find the equation of a line <u>Content/Academic Vocabulary:</u> Slope, Rate of change, Rise over run, proportional relationship, equation, linear <u>ILAP/IEP/504 Scaffolds & Supports:</u> Step by step scaffold how to find slope from right triangle	Exit Ticket How can knowing the slope and y-intercept help us write and understand the equation of a line? Grade assessment section of lesson.	Exit Ticket check in Scholars share exit ticket with neighbour	WICOR W- Write- Each scholar will write responses to exit ticket, essential question activating strategy I- Inquire-scholars explore and justify their reasoning instead of just memorizing. C- Collaboration- Work collaboratively to solve problems. Turn and Talk O- Organization-	

	explain how the equation shows that the line is non-proportional. Listen to your partner's explanation and be ready to share one idea you heard I know that this is a non proportional relationship because _____ Final Check (Write): Write the equation of a line with slope $\frac{1}{2}$ and y-intercept -3.	Sentence frames with word bank for turn and talk Visual Aids: Use color-coded rise over run arrows on graphs Chunking Tasks: Break multi-step similarity justifications into small, manageable steps. Allow Multiple Modalities for Response: Written, oral, diagram-based explanations. Opportunities to SWRL: Speak: Explain how the equation shows that the line is non-proportional. Write: Identify the slope and y-intercept in the equation. Describe how the slope and y-intercept would appear on the graph Write the equation of a line with slope $\frac{1}{2}$ and y-intercept -3. Read: Scholars read response to questions using sentence frame I know that this is a non proportional relationship because _____			Students used coordinate to prompt from activity C- Collaboration Students work in groups O- Organize Scholars organize thoughts and responses as they work together and response to prompt on activity. Use of a graphic organizer. Step by step scaffold finding the slope Reading- Scholars read prompts, directions and	
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		Listen: Scholars listen to teacher modeling and peers speaking <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Identify the slope and y-intercept in the equation. Level 2 How can knowing the slope and y-intercept help us write and understand the equation of a line? Describe how the slope and y-intercept would appear on the graph. Explain how the equation shows that the line is non-proportional. Listen to your partner's explanation and be ready to share one idea you heard Level 3: Why is the slope important in comparing different relationships			word problems involving slope.	
W	Standard (write out):	<u>Standards Based Materials & Resources:</u>			WICOR	

E D N E S D A Y	8.PAFR.1.2: Identify and describe the constant rate of change and the y-intercept of a linear function. <u>Learning Objective</u> Skill (what), Content (why), Product (how): Scholars can complete their major retake with at least 80% mastery	Major Retake	Major Retake <u>Early Finishers work</u> <u>Content/Academic Vocabulary:</u> Slope, Rate of change, Rise over run, proportional relationship, equation, linear <u>ILAP/IEP/504 Scaffolds & Supports:</u> Step by step scaffold how to find slope from right triangle Sentence frames with word bank for turn and talk Visual Aids: Use color-coded rise over run arrows on graphs Chunking Tasks: Break multi-step similarity justifications into small, manageable steps. Allow Multiple Modalities for Response: Written, oral, diagram-based explanations.		Major Retake	W- Write- Each scholar will write responses to prompt from activating strategy Focus notes and summary C- Collaboration Students work in groups to answer question from activating strategy and summary O- Organize Scholars organize thoughts on Cornell notes R-Read Read the content in the text and prompt from the entire	
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		Visual Aids: Use color-coded triangles to highlight corresponding angles. <u>Opportunities to SWRL:</u> S- Scholars speak in gallery walk activity answering prompts and also while doing group work. W- Scholars write responses on justification sheet in gallery walk and also in text Mc Graw Hill R- Scholars read prompts in gallery walk as well as their text book. L- Scholars listen to each other response to the prompt as well as to direct instruction <u>Costa's Levels of Thinking/Questioning:</u> Level 1:What transformation moves a figure without changing its size or shape? If two triangles have the same size and shape, what do we call them? Level 2: A triangle is rotated 90° clockwise. How does this affect the triangle's orientation, size, and shape? Explain how you know whether two rectangles are similar or congruent after one			lesson and previous notes	
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			is dilated. Level 3: Two figures look alike but are not the same size. Explain, using transformations, how you can prove whether they are similar or not. Given two quadrilaterals, describe a sequence of transformations that would show they are congruent or prove why no sequence can make them congruent.																
THURSDAY	cc	Scholar Starter Quiz Activating Strategy <table><tr><td>x</td><td>y</td></tr><tr><td>-2</td><td>3</td></tr><tr><td>-1</td><td>5</td></tr><tr><td>0</td><td>7</td></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>11</td></tr></table> m = y-intercept: Does the table represent a proportional or non	x	y	-2	3	-1	5	0	7	1	9	2	11	<i>Essential Question</i> <u>Standards Based Materials & Resources:</u> Direct Instruction Finding the slope, y-intercept and equation given a table or two points Independent practice Find the slope, y-intercept from a table Additional Practice <u>Content/Academic Vocabulary:</u> Slope, Rate of change, Rise over run, proportional relationship, equation, linear <u>ILAP/IEP/504 Scaffolds & Supports:</u>	Describe what the graph would look like if it was graphed 6) (19, 3), (20, 3)	How do you feel about lesson How confident are you for your quiz tomorrow	WICOR W- Write- Each scholar will write responses to prompt from activating strategy C- Collaboration Students work in groups to answer question from activating strategy and	
x	y																		
-2	3																		
-1	5																		
0	7																		
1	9																		
2	11																		

		proportional relationship why or why not? Sentence Frames: Word Bank or Wall: Provide academic vocabulary with definitions and visuals. Group work: Scholars work in groups to complete tasks. Chunking Tasks: Break multi-step similarity justifications into small, manageable steps. Allow Multiple Modalities for Response: Written, oral, diagram-based Additional guided practice with teacher check-ins <u>Opportunities to SWRL:</u> Speak- Scholars speak by answering prompts from the activating strategy. Write- Scholars write response to the prompt from <u>Costa's Levels of Thinking/Questioning:</u> Questions are clearly stated in activating strategy and problems from			activities that follows O- Organize Scholars organize thoughts in activating strategy R-Read Read the content in the text and prompt from the entire lesson and previous notes	
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			text-McGraw-Hill Level 1: Level 2: Level 3:				
FRIDAY	Standard (write out): Learning Objective Skill (what), Content (why), Product (how):		Lesson Quiz <u>Standards Based Materials & Resources:</u> <u>Content/Academic Vocabulary:</u> <u>ILAP/IEP/504 Scaffolds & Supports:</u> <u>Opportunities to SWRL:</u> <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Level 2: Level 3:				