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 Major September 26, 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)	
MONDAY	**Standard** (write out): **8.PAFR.1.2:** Identify and describe the constant rate of change and the *y*-intercept of a linear function. **Learning Objective** **Skill (what), Content (why), Product (how):** Scholars will **identify and define** key	**Scholar Starter** **Cycle 3 Day 1** **Activating strategy** McGraw-Hill	**Essential Questions** How do vocabulary words help us understand linear functions? Why is it important for us to understand the different terms **Standards Based Materials & Resources:** Graphic organizer (Scholars take notes on the vocabulary related to proportional relationship)	Check the activity sheet of scholars Answer essential question	Scholars answer aloud: Which word do you think is most important for tomorrow's lesson and why?	Front-loading definitions and examples- Reading, writing, speaking Graphic organizer Reading and writing Activating strategy-Maddison's savings	

	vocabulary terms related to linear relationship and **record them in a graphic organizer with examples** in order to build understanding of **proportional relationship and non proportional relationship**	text p.116 Maddison's savings Give a step-by-step instruction on how you solve the problem. **Quick Write:** **"**What do you think the word proportional means? Give a real life example **Turn and Talk** Sentence frame: I think_____	Anchor chart/ word wall Graphing proportional relationships worksheet **Content/Academic Vocabulary:** Constant rate of change slope Y-intercept, Linear Function, proportional relationship, non proportional relationship, Equation, ordered pair. **ILAP/IEP/504 Scaffolds & Supports:** Sentence frames, Word Bank with visual Real world example, read aloud and repetition of key terms **Opportunities to SWRL:** **Speaking-** Scholars discuss definitions with partners. Scholars also explain steps in activating strategy. **Writing-** Scholars record terms in their graphic organizer. Write a response in a quick write prompt. **Read-** Read the the definitions from vocabulary cards or anchor chart **Listening-** Scholars listen to teacher modeling in peer examples.			Inquiry, speaking writing Think paired share -reading writing speaking, listening	

		__ means_____ __ because___ __ An example of _____ is____ **Word Bank** Slope, rate of change, y-intercept, linear, proportional, equation, ordered pair	**Costa's Levels of Thinking/Questioning:** **Level 1:** What does the word slope mean? What does the y-intercept mean? Give me another term for slope **Level 2:** How is proportional and non proportional relationship similar or different? **Level 3:** Why might understanding these words help us solve real world problems?				
T U E S D A Y	**Standard** (write out)**: 8.PAFR.1.2:** Identify and describe the constant rate of change and the *y*-intercept of a linear function.	**Scholar Starter** Cycle 3 Day 2 Activating	*Essential Question* How does the slope show the relationship between two variables in a proportional relationship? Why is the slope important in understanding real-world situations? **Standards Based Materials &**	Exit Ticket Scholars are given a table of value, from this they plot the graph, calculate the slope and	**Exit Ticket check in**	WICOR **W- Write-** Each scholar will write responses to exit ticket, essential question	

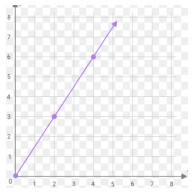
	Learning Objective **Skill (what), Content (why), Product (how):** Scholars can **graph, identify and find** the **slope of a proportional relationship** and **show their work using a graph and the equation**.	strategy Scholars presented with a table of value Scholars analyze the table. Turn and Talk using prompt The pattern I notice is_____because_____” –	**Resources:** Notes from yesterday's lesson McGraw-Hill text p. 116 and 119 Example sheet. **Content/Academic Vocabulary:** Slope, Rate of change, Rise over run, proportional relationship, equation, linear **ILAP/IEP/504 Scaffolds & Supports:** 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. **Opportunities to SWRL:** **Speak:** Scholars explain how they calculate the slope with a partner	write the equation.	What does the slope tell us in this problem? Use vocabulary below	activating strategy and take notes in direct instruction **I-Inquire**-scholars explore and justify their reasoning instead of just memorizing. **C-Collaboration-** Work collaboratively to solve problems. Turn and Talk **O-Organization-** Students used coordinate to prompt from activity **C-Collaboration** Students work in groups	

			Write: Scholars write the slope as a fraction and in words Eg. The slope is_____because it goes up/down_____for every_____ across **Read:** Scholars read the slope problems and direction on the graphic organizer **Listen:** Scholars listen to teacher modeling **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What does the slope mean in a proportional relationship **Level 2** How do the table, graph and equation all show the same slope? **Level 3:** Why is the slope important in comparing different proportional relationships?			**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 definitions, directions and word problems involving slope.	

WEDNESDAY	**Standard** (write out): **8.PAFR.1.2:** Identify and describe the constant rate of change and the *y*-intercept of a linear function. **Learning Objective** **Skill (what), Content (why), Product (how):** Scholars can practice finding the slope of a proportional relationship given a table, graph and equation.	**Scholar Starter** Cycle 3 Day 3 **Activating Strategy** The equation for a line is shown. $y = 3$ Which is the slope of the line? **Justify your answer.**	**Standards Based Materials & Resources:** Step by step scaffold to identify if a table shows proportional relationship. (FNT or Cornell notes) Practice Sheet McGraw-Hill text p. 120 Notes from Monday and Tuesday. **Content/Academic Vocabulary:** Slope, Rate of change, Rise over run, proportional relationship, equation, linear **ILAP/IEP/504 Scaffolds & Supports:** 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,	Mastery connect type question	What are the two conditions to look for when determining if a table shows proportional relationship?	WICOR **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	

			manageable steps. **Allow Multiple Modalities for Response**: Written, oral, diagram-based explanations. **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?			prompt from the entire lesson and previous notes	

			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 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	**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 can compare two different proportional relationships by comparing the slopes given tables, graphs	Scholar Starter Cycle 3 Day 4 **Activating Strategy** The graph of a proportional relationship will be projected on	*Essential Question* *Why do all right triangles drawn on the same line have the same slope?* **Standards Based Materials & Resources:** Example sheet McGraw-Hill 124, 125, 131, 132 **Content/Academic Vocabulary:** Slope, Rate of change, Rise over run, proportional relationship, equation,	Question similar to test questions Answer Essential question	How do you feel about lesson review Answer essential question aloud	WICOR **W- Write-** Each scholar will write responses to prompt from activating strategy Essential question Answer to questions from text	

	and equations.	the board  Scholars will be given the prompts Select one point on the line and draw a right any size. Another scholar will come to the board and draw another from another point. They will continue this until we have 3 to 4 right triangles. Scholars will also be asked how many triangles do you see. What is the length of the rise and run for each? What term can we use to	linear **<u>ILAP/IEP/504 Scaffolds & Supports:</u>** 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			**C- Collaboration** Students work in groups to answer question from activating strategy and activities from text **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	

		describe a pair identified by the teacher (corresponding) ? How can we describe these lengths? Find the slope / rate of change of each? What conclusion can be made? From this scholars should discover that slopes on the same line will be the same since they are produced by similar triangles. Similar figures have corresponding sides that are proportional.	**Costa's Levels of Thinking/Questioning:** Questions are clearly stated in activating strategy and problems from text-McGraw-Hill **Level 1:** **Level 2:** **Level 3:**				
F R I D A Y	**Standard** (write out)**:** **Learning Objective** **Skill (what), Content (why), Product (how):**		Lesson Quiz **Standards Based Materials & Resources:** **Content/Academic Vocabulary:**				

			ILAP/IEP/504 Scaffolds & Supports: **Opportunities to SWRL:** **Costa's Levels of Thinking/Questioning:** **Level 1:** **Level 2:** **Level 3:**				