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| Name: Erica Bach | Subject: Math | | | Grade: 7 |
| Lesson Title: Comparing Linear Relationships with Learning Contracts | | | | |
| Big Idea: How can graphing relationships help me compare and contrast real life situations? | | | | |
| Grouping:   * Whole group * Small group * **Peer partners** * **Individual** * Homogeneous * **Heterogeneous** | | Differentiation:   * Content * **Process** * **Product** | Student Learner Elements:   * Readiness * Interest * **Learning Profile** | |
| **Objectives:**  Know: How to create a graph of table from a linear relationship  Understand: What is a linear relationship?  Be Able To: Compare and Contrast linear relationships | | | | |
| **Pre-Assessment:**  This activity will not include a formal pre-assessment. Since it is differentiated by learning profile, and students choose the activities they will complete, a pre-assessment for grouping or task choice is not necessary. | | | | |
| **Differentiation Strategy:**  This lesson uses learning contracts to differentiate the product for student learning profile. Students will read over the possible tasks, choosing one task from each level to complete in order to earn full points for this assignment. After choosing their tasks, students will read and sign a learning contract, agreeing to fulfill their responsibilities for this assignment. A rubric is used for this assignment to help students produce exceptional work.  Most of the tasks allow students to work individually, but they may collaborate with peers that are working on the same tasks. A few tasks ask students to work with a friend; however they could find a way to complete this in small groups or even individually if they wish to do so. | | | | |
| **Activities:**  Students read over possible activities. Before they choose, I will go over directions and expectations. Students will have a few minutes to chat with their classmates, in case they choose to work with a partner for any of the activities.  Students will work on their tasks in the order they are presented on the contract-first the rectangle, then the oval, then the triangle. This will help me keep track of their progress, and will also help them if they have a question or need assistance from a peer.  This activity will take about two days to complete. At the end of the first class period, I will quickly check in with students to see where they are in their progress. While students are working, I will spend time conferencing with students to ask questions and give support where they need it. | | | | |
| **Resources:**  Self-created | | | | |
| **Materials:**  Learning contracts  Rubrics  Computers  Paper, markers, crayons, art supplies  Graph paper | | | | |