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| Name: Erica Bach | Subject: Math | | | Grade: 7 |
| Lesson Title: Tiering and Linear Relationships | | | | |
| Big Idea: What does a linear relationship look like on a graph, table, and in real life? | | | | |
| Grouping:   * Whole group * **Small group** * Peer partners * Homogeneous * Heterogeneous | | Differentiation:   * **Content** * Process * Product | Student Learner Elements:   * **Readiness** * Interest * Learning Profile | |
| **Objectives:**  Know: What is a linear relationship?  Understand: Identify and describe a linear relationship  Be Able To: Constant rate of change | | | | |
| **Pre-Assessment:**  Students will construct a graph from a table and describe the relationship. This will be an exit ticket the day before the lesson will take place. | | | | |
| **Differentiation Strategy:**  This lesson tiers students according to readiness. After evaluating their pre-assessment from the previous day, I will group students into three groups based upon their understanding of linear relationships and ability to construct a graph from a table. Students will work in small groups of 2-4, so there will likely be several groups at each level. While students work in cooperative groups, but they will each fill out their own activity to turn in at the end of the day. | | | | |
| **Activities:**  Tier one (below grade level) will match graphs with corresponding tables. They describe the relationship and rate of change for each pair. Students will also write a sentence or two describing a real life situation that could be represented by the graph and table.  Tier two (at grade level) will complete a table representing a linear relationship. They will construct a corresponding graph, and describe the rate of change and relationship. Students will write a sentence or two describing a real life situation that could be represented by their graph and table.  Tier three (above grade level) will be given a story describing a linear relationship. They will construct a table and a graph representing the situation, as well as describe the relationship and the rate of change. | | | | |
| **Resources:**  Self-created | | | | |
| **Materials:**  Tiered activity handouts  Pre-assessment handouts (for the previous class period) | | | | |