Math & Science Collaborative Lesson Plan

Lesson Title: First Quadrant Points and Graphing



Unit Learning Target (Standard/Performance Expectation(s)) 4.4.D Graph and identify points in the first quadrant of the coordinate plane using	CCSSM 5.G.1&2 g ordered pairs.			
Building Block or Lesson Learning Target: Identify and locate points in the first quadrant and determine proper labels for the data being displayed. Previous Lesson Learning Target: Place and name axes on a Cartesian Grid system and label the four quadrants.		Student Success Criteria: Students can correctly place popcorn kernels on specified points of the 1 st quadrant graph.		
Target Introduction/ Thinking Question * How can we label points on graph paper so everyone knows where they are located?				
Lesson Progression (Flow) with Talk-Structures (Student Discourse)Review vocabulary from previous graphing lessons	Key terms for x-axis, y-axis,	or this lesson xis, origin, coordinates,	Formative Task or Question* Designed to elicit student misconception(s)	
Return the attention to the overall Unit Learning Target (see above) Ask "What are Ordered Pairs?" "How do we write Ordered Pairs?" "Why do we use (,)?"	Cartesian Graph, ordered pair, points intersection, positive, negative			
"What does the prefix 'quad' mean?" "What are the names of the two axes?" Review the numbering system on the x- and y-axes. (5,2) (3,4)				
Using the graph of the first quadrant, talk with your partner about where to graph Demonstrate points on the first quadrant and have the students make a list of those points. Check with the other students at your pod and fix any points that are written incorrectly.	Forms of Student Discourse to include: Student to teacher Student to student Small Group Discussion Large Group Discussion			
Students practice placing popcorn on the dictated points of their graph paper. Point to some graph points and read some correctly and some incorrectly to check for student accuracy				
Lesson Closure Plot one of the 8 figures on the plotting worksheet (coordinates connect)	Exit Task* Fill out the Exit Pass card. What I Learned.			

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Do the Math for the Thinking Question		Lesson Anticipated Misconceptions:
		Reversing the points to the axes
Lesson Instructional Adjustment(c) (if needed)	Manipulatives and materials to include	and have ready to support the losson *
Tied to common misconception(s)	Contractives and materials to include	and have ready to support the resson
	Popcorn kernels	
	Graph paper. Worksheets	

* Opportunity for formative assessment