

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
Given a graph, the student will label 15 ordered pairs with no errors. (Understand)		A. Introduction/Motivation 1. Have a line graph on the board with different points marked. 2. Have students share what they know about line graphs and bar graphs. 3. Refer to the graph on the board and have them to read each point that is marked. 4. Tell students that their past work with graphs will help them understand how to locate points on a grid with ordered pairs. 5. Tell students by the end of the day they will be able to label ordered pairs. B. Study/Learning 1. Explain that the two lines that define a coordinate grid are called axes. <ul style="list-style-type: none"> • One line is called an axis. • There is an X axis and a Y axis. 2. Explain that the X axis runs from left to right or horizontally and the Y axis runs from top to bottom or vertically. <ul style="list-style-type: none"> • Draw this on the board. 3. Tell students an ordered pair is a set of numbers that locate a point. <ul style="list-style-type: none"> • The number on the left represents the X and the number on the right represents the Y. • Show students an example on the board. 4. Tell students that each point on the grid can be matched with an ordered pair. <ul style="list-style-type: none"> • The first number shows how far right to go from 0. • The second number shows how far up to go from 0. • Show students example on the board. 		

I. Main Ideas/Conceptual Understandings/Goals: to understand how to label ordered pairs.

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		<p>5. Tell the students if you are given an ordered pair for a point, you can plot the point on a grid.</p> <ul style="list-style-type: none"> • To plot the ordered pair (7,10) on a grid you would start at 0. Move seven units to the right and ten units up. • Draw a dot and label the point (7, 10). (Work this on the board). <p>6. (Guided Practice) Put a blank grid on the overhead.</p> <ul style="list-style-type: none"> • Give each student a chance to come to the overhead and label a point when given the ordered pair. <p>7. (Independent Practice) Give students a sheet with ordered pairs and a blank grid on it.</p> <ul style="list-style-type: none"> • Explain to students that the ordered pairs will create a healthy food product. (Health) • The students should mark the ordered pairs and connect these dots to create the food and color it in. (Art) • Review the result. <p>C. Culmination</p> <ol style="list-style-type: none"> 1. Divide the class into 2 teams. 2. Have one person from each team go to the board where a graph will be on a poster for both sides. 3. Call out an ordered pair and the first team to correctly label it receives a point. <ul style="list-style-type: none"> • Play this game until the first team gets to 15. <p>D. Follow-up</p> <ol style="list-style-type: none"> 1. Tell students to clear their desks. 2. Tell students when they finish the assignment to begin on their reading. 3. Give the students a worksheet and explain: <ul style="list-style-type: none"> • There are 2 graphs and on the top graph they will plot the given ordered pairs. On the bottom half they will label the ordered pairs. 	<p>Graph posters</p> <p>Ordered pairs: Attachment 8 Answer Key: Attachment 9</p>	<p>Grade students' answers according to the answer key checking for no more than 2 errors.</p>