

Class/Section: - VIII Subject:-MATHS

Chapter: - 8- COMPARING QUANTITIES

No. of periods: - 20

Date of Commencement: -

Expected date of completion: -

Actual date of Completion: -

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION:- RATIOS AND PERCENTAGES	To understand that ratio is a comparison of two quantities which are in same units. Percentage means the quantity out of 100.	Recall the concept of ratios and percentages from the lower classes through different examples. If the no. of boys = 25 and no. of girls = 20 the ratio of no. of boys to no. of girls $\frac{25}{20} = \frac{5}{4}$ 5:4. $\frac{15}{100} = \frac{15}{100} \times 20 = 3$ If a boy got 28 marks out of 40 then the percentage of marks = $\frac{28}{40} \times 100 = 70\%$. Do more egs for getting practice.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test H/W (Qns from exercises)
INCREASE OR DECREASE PERCENT, DISCOUNT	To identify whether increase or decrease in the amount and how to find its percentage. Discount is reduction given on marked price.	Increase or decrease % = $\frac{\text{change in the amount}}{\text{initial amount (base)}} \times 100\%$ Discount = Marked price – Sale price Discount % = $\frac{\text{discount}}{\text{Marked price}} \times 100\%$ Demonstrate different problems to understand the formulae.	Oral test Dictation Class Test
COST PRICE, SELLING PRICE , LOSS %/ PROFIT %	To understand the relation between cost price, selling price and profit/loss and how to find the loss/profit %	Make the children understand that Profit = Selling Price – Cost Price = SP – CP and loss = CP – SP Profit % = $\frac{\text{profit}}{\text{CP}} \times 100$ and loss % = $\frac{\text{loss}}{\text{CP}} \times 100$ Explain the formula by doing different problems.	
SALES TAX/ VALUE ADDED TAX	To understand the difference between sales tax and value added tax (VAT)	The amount (a particular % of CP) is collected by the shopkeeper in addition to the SP for submitting to the govt is called the sales tax. In some situations the SP includes the tax, which is known as value added tax or VAT. Take different questions from the daily life.	H/W
COMPOUND INTEREST	To find the compound interest of a given amount with a given rate of interest for a particular period of time.	CI is calculated at the starting of each year by finding the simple interest on the amount = principal of the previous year + interest. The formula developed for finding the amount after n years = $P(1 + \frac{r}{100})^n$ where P = Principal, r = rate of interest per annum, n = the no. of full years. If the calculation is half yearly n becomes $\frac{n}{2}$ and r becomes $\frac{r}{2}$ CI = Amount – P The same formula can be used in the case of growth problems. For egs population In the case of depreciation the formula becomes $P(1 - \frac{r}{100})^n$ Demonstrate more examples in the class room.	Lab Activity LAT

Grade 8 Mathematics Lesson Plan For Caps

**Peter Appelbaum, with David Scott
Allen**



Grade 8 Mathematics Lesson Plan For Caps:

The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6-8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6-8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6-8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners *The Math Pact, Elementary* Karen S. Karp, Barbara J. Dougherty, Sarah B. Bush, 2020-09-19 A school wide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you're staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddied their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you'll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to do and try it out Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the

ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics

Teaching Mathematics in the Visible Learning Classroom, Grades K-2 John Almarode, Douglas Fisher, Kateri Thunder, John Hattie, Nancy Frey, 2019-01-09 Select the right task at the right time for the right phase of learning How can you best help K 2 students to become assessment capable visible learners in mathematics This book answers that question by showing Visible Learning strategies in action in high impact mathematics instruction Walk in the shoes of K 2 teachers as they mix and match strategies tasks and assessments demonstrating that it s not only what works but when A decision making matrix and grade leveled examples help you leverage the most effective teaching practices at the most effective time to meet the surface deep and transfer learning needs of every young student

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

[The Mathematics Lesson-Planning Handbook, Grades 3-5](#) Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In [The Mathematics Lesson Planning Handbook Grades 3 5 Your Blueprint for Building Cohesive Lessons](#) you ll learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for

lesson planning using relatable vignettes Offer sample lesson plans for Grades 3-5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you'll feel confident structuring lessons that lead to high student achievement

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it's a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K-2 math lessons for maximum impact and understanding Not sure of tomorrow morning's lesson plan Or maybe you feel it isn't tailored enough for your students' needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K-2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K-2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to assess students' complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K-2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you're planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you'll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

Resources in Education, 2001-10

Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6-12 Vicky Giouroukakis, Maureen Connolly, 2013-05-06 Literacy it's not just for English teachers anymore The new Common

Core English Language Arts Standards aren't just for English teachers. Fluent reading and writing are critically important to the study of history, social studies, science, and technical subjects too. What's more, the progress your students make is directly tied to their ability to process information they read and to express their ideas in writing. So how do you make literacy a focus of your teaching without taking time away from essential content? This practical resource, packed with teacher-tested CCSS-based sample lessons, shows you how using the Backward Design approach to set and meet your goals. Each lesson template includes the teaching strategies you'll utilize, ways to incorporate technology and media, variations for differentiation and interdisciplinary connections, links to the work of major educational theorists. Following these models, you'll set the CCSS in your sights and develop lessons that both meet standards and fit your classroom. Before you know it, you'll be infusing reading and writing across your curriculum in purposeful and meaningful ways.

A Teacher's Guide to Using the Common Core State Standards With Mathematically Gifted and Advanced Learners National Assoc For Gifted Children, Gail R. Ryser, Susan Assouline, 2021-09-23. A Teacher's Guide to Using the Common Core State Standards in Mathematics provides teachers and administrators with practical examples of ways to build a comprehensive, coherent, and continuous set of learning experiences for gifted and advanced students. It describes informal, traditional, off-level, and 21st-century math assessments that are useful in making educational decisions about placement and programming. Featuring learning experiences for each grade within one math progression, the book offers insight into useful ways of both accelerating and enriching the CCSS mathematics standards. Each of the learning experiences includes a sequence of activities, implementation examples, and formative assessments. Specific instructional and management strategies for implementing the standards within the classroom, school, and school district will be helpful for both K-12 teachers and administrators.

Integrating Technology in the Classroom, 1999. **ENC Focus**, 2001. **Teaching Mathematics in Grades 6 - 12** Randall E. Groth, 2012-08-10. Teaching Mathematics in Grades 6-12 by Randall E. Groth explores how research in mathematics education can inform teaching practice in grades 6-12. The author shows preservice mathematics teachers the value of being a researcher, constantly experimenting with methods for developing students' mathematical thinking and connecting this research to practices that enhance students' understanding of the material. Ultimately, preservice teachers will gain a deeper understanding of the types of mathematical knowledge students bring to school and how students' thinking may develop in response to different teaching strategies.

Research in Education, 1973-12. **Response to Intervention (RTI)** Dr. G. Victoria Naomi, 2017-12-15. The book entitled Response to Intervention RTI in Indian Context is the outcome of the research on response to intervention RTI in Indian schools. Chapter 1 gives an overview of RTI, its historical roots, and the major components of the RTI model. Chapter 2 portrays the RTI model implemented in Indian schools. It details the development of measures based on curriculum for assessment of reading and math ability. Chapter 3 and 4 describe the English reading and math instruction in RTI in Indian context with illustration. Chapter 5 highlights the effect of RTI on reading and math, emerged out of the Indian research. I am

hopeful that this book will serve as a guideline for teachers and researchers to adopt RTI models in schools From STEM to STEAM David A. Sousa, Tom Pilecki, 2018-01-31 Weave arts activities to STEM instruction and STEAM ahead to academic success Arts activities enhance the skills critical for achieving STEM success but how do busy STEM educators integrate the arts into sometimes inflexible STEM curriculum This new edition of From STEM to STEAM explores emerging research to detail the way It includes Classroom tested strategies including sample K 12 lessons plans and planning templates Tools for building a professional development program designed to help arts and STEM teachers collaborate to create STEAM lessons Sample planning frameworks for transitioning schools from STEM to STEAM The main objective of both art and science is discovery Lead your students to make that connection and STEAM ahead to academic success *Teaching Young Children Mathematics* Janice Minetola, Robert G. Ziegenfuss, J. Kent Chrisman, 2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom Taking into account family differences language barriers and the presence of special needs students in many classrooms throughout the U S this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade use of national and state standards in math including the new Common Core State Standards information for adapting ideas to meet special needs and English Language Learners literacy connections in each chapter real world connections to the content and information for family connections to the content **Bringing the Common Core Math Standards to Life** Yvelyne Germain-McCarthy, Ivan Gill, 2014-11-20 Provides a clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Offers real examples and detailed analyses of how exemplary teachers are using engaging strategies across the curriculum Includes practical ready to use tools you can take back to your classroom **Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder, Peter Johnston-Wilder, David Pimm, 2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development *Embracing Mathematics* Peter Appelbaum, with David Scott Allen, 2008-06-30 This alternative textbook integrates pedagogy and content exploration in ways that are unique in mathematics education provoking new ideas for making mathematics education meaningful to teachers at all levels as well as their students *Sharing Our Success* George Taylor Fulford, 2007 Reducing the persistent achievement gap between Aboriginal students and their peers is recognized as a national priority This report springs from a study of schools that despite extraordinary challenges are producing tangible progress for Aboriginal learners The research

conducted in 2006 was designed to identify practices that appear to contribute to their success

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