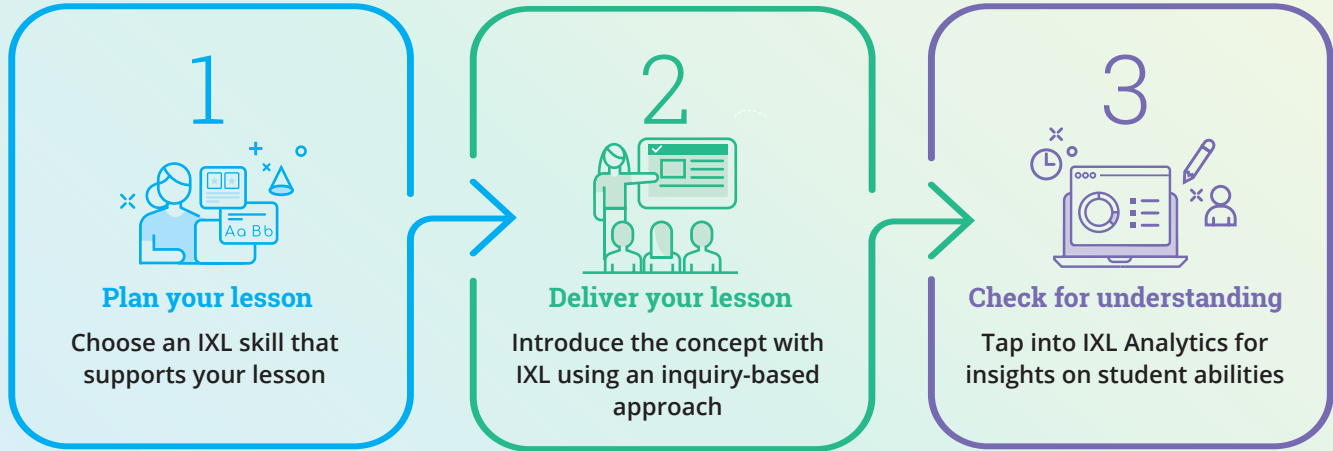




## STEPS TO SUCCESSFUL IMPLEMENTATION

IXL is the perfect resource for modeling new concepts during whole class instruction.



## LET'S LOOK AT AN EXAMPLE LESSON TOGETHER

Imagine: You are working with your class on graphing a line from an equation and will be using IXL to kick off the lesson.

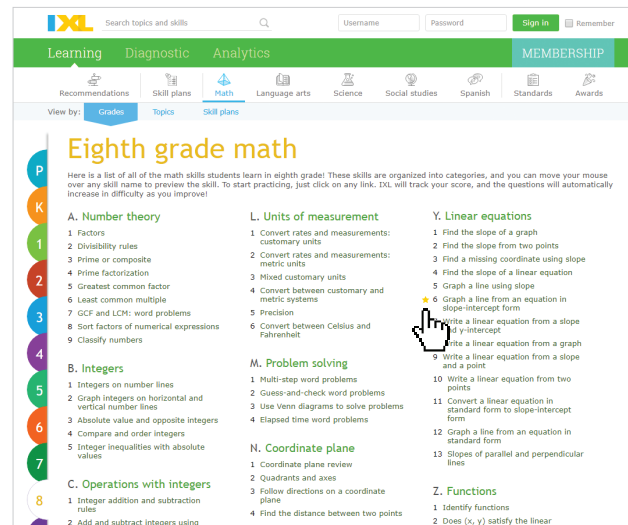


1

## Plan your lesson

### Choose an IXL skill that matches your objective

You can find skills by scanning the Grades page or by using your IXL skill plan. For this lesson, you might look at the category **Linear equations** and choose the 8th skill, **Graph a line from an equation in slope-intercept form**. Highlight your choice for your students by clicking on the star to the left of the skill name.



# 2.

## Deliver your lesson



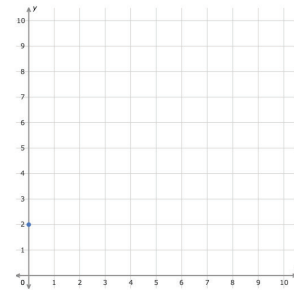
### Employ an inquiry-based approach

Project your chosen IXL skill in your classroom and have students work together to answer the first question. Then, walk through the explanation as a class.

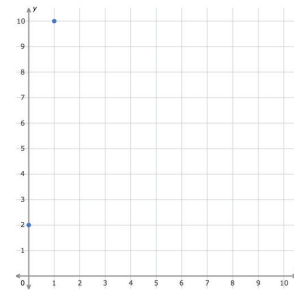
Note the key concepts in the Remember box, and talk through each step to solve the problem. Answer a few more questions as a class or in small groups.

**Remember**  
 slope =  $\frac{\text{change in } y}{\text{change in } x}$   
 The coordinates of the  $y$ -intercept are  $(0, y)$ , where  $y$  is the  $y$ -intercept.  
 In the equation  $y = mx + b$ ,  $m$  is the slope and  $b$  is the  $y$ -intercept.

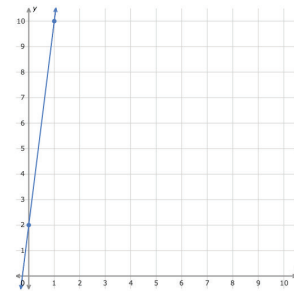
**Solve**  
 The  $y$ -intercept is 2. Plot the point  $(0, 2)$ .



The slope is 8, which is the same as  $\frac{8}{1}$ . Move up 8 and right 1 to find another point on the line.

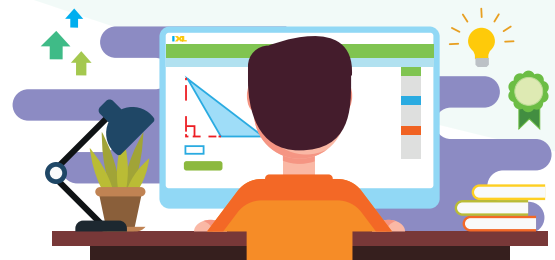


The graph is the straight line connecting  $(0, 2)$  and  $(1, 10)$ .



### Cement learning with individual practice

Have students work on your selected IXL skill individually, either in class or for homework. Set a SmartScore goal of 80 (proficiency), but encourage students to strive for 100 if they feel ready.



# 3.

## Check for understanding

### Skill Analysis

Visit the Skill Analysis report to check for assignment completion and to gain insight on your students' understanding of the lesson. This report gives you overall stats on class performance and even groups your students by the level of difficulty they are working at within the skill.

Mouse over each student's name for deeper analysis of student progress. Keep an eye out for students who have a trouble spot and may need additional support or practice with foundational skills.

**SKILL ANALYSIS**

SKILL: 8-Y.6 Graph a line from an equation in slope-intercept form

Skill 8-Y.6 overview - This school year

CLASS STATUS	QUESTIONS ANSWERED	TIME SPENT	STUDENTS WHO PRACTICED
4% Mastered	1,653	10 hr 30 min	35
47% Practicing			
49% No practice			

Viewing total practice from this school year.

Class breakdown

**MASTERCED** 3

- Dorian Abernathy - 100
- Edgar Beasley - 100
- Makenzie Winters - 100

**LEVEL 9** 20

SAMPLE QUESTIONS FROM THIS ITEM TYPE

Graph this line using the slope and y-intercept:

$$y = \frac{9}{8}x$$

Click to select points on the graph.

STUDENTS PRACTICING THIS ITEM TYPE

Martisol Moreno - 72	August Witt - 72	Gabrielle Collier - 71	Gage Beach - 70
Brent Sargent - 68	Karen Whitney - 68	Rocky Weiss - 67	Fiona Larson - 66
Isabel William - 65	Aydan Adams - 63	Kasen Coffey - 63	Elmer Frye - 63
Jaylyn Head - 63	Celia Meyers - 62	Paris Robbins - 58	Adam Rowe - 58

