

## Lesson Plan Template

<b>Grade: 9<sup>th</sup> (Enriched Geometry)</b>		<b>Subject: Algebra 2</b>	
<b>Materials: White boards and markers, paper for them to show their work</b>		<b>Technology Needed: Smart board and computer</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• HS.ACED.2*: Create equations in two or more variables to represent relationships between quantities.</li> <li>• HS.AREI.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</li> <li>• HS.F-BF.1*: * Write a function that describes a relationship between two quantities:               <ul style="list-style-type: none"> <li>○ Determine an explicit expression, a recursive process, or steps for calculation from a context.</li> <li>○ Combine standard function types using arithmetic operations.</li> <li>○ Compose functions</li> </ul> </li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>• These students are going to need extra help within their group and possibly mine. They are most likely not going to be the ones putting their answer and work on the board.</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>• These students are going to be able to do all the problems with no issues. These students will most likely be the leaders in their groups and are going to probably putting their work and answers on the board.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>• The students will be able to do all the problems with some help and guidance. They will be the people in the group that will verify the answer and work to just make sure their groups answer is correct.</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>• Logical</li> <li>• Kinesthetic</li> </ul>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• I can justify each step while using properties and definitions of operations to show that a statement is true.</li> <li>• I can use unit analysis with operations and conversions.</li> <li>• I can rewrite and evaluate formulas and equations.</li> <li>• I can solve constant rate problems.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>• Evaluating</li> <li>• Creating</li> <li>• Analyzing</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• In the rules the students will be told they will have 1 minute of quiet work time and then will come together as a team to come up with the final answer.</li> <li>• They will also know/ be told that the foam basketball are not allowed to be touched unless they are the person shooting. If they do their team will receive a 5-point deduction.</li> <li>• They will also know that they cannot purposely block another teams shot, if they do their team will again receive a 5-point deduction.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Since each student has a letter assigned to them they will know which team member is shooting for them so only one person from each group will be out of their seats at a time.</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Get game up on the active board, get the students into groups along with getting their materials out</li> </ul>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Have a small review of what they have been doing for the last week, chapter 1 sections 1, 2, 3, 4, and 5</li> <li>• Talk about state basketball</li> </ul>		

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5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>Go over rules with the students and make sure everyone knows how to play the game</li> </ul>	
30-35	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>Play the game and work out the problem with them to make sure every student knows how to work out the problem</li> </ul>	
5	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>Say which team is the “winner”</li> <li>Go over a few areas they can work on</li> <li>Talk about how this will apply in their future classes</li> </ul>	
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> <ul style="list-style-type: none"> <li>This will be done by having the groups show their answers and going through the work for the problems as a class. This way each group knows what they might have mixed up.</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>One back up plan I would think about is if multiple students are gone that day then making up new groups on the fly so one group isn't over powered by another.</li> <li>The other back up plan is having extra questions, so we don't run out of questions before the time is up. That is why I have come up with 20 questions.</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>This will be done by the students handing in their personal work at the end of class, so I can see where they are at personally.</li> </ul>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>  <p>This lesson was really good. Even with the fire drill I was able to set the teams up and explain the game before the fire drill started so when we got back in the classroom we were able to start right away. There really isn't much I would change to the lesson rather to myself, I keep second guessing myself and it didn't show to the students, but it showed to me. The students are more confident now going into their Algebra II unit. I have played this game with part of the class when I was subbing for Mr. Welstad and they told me they liked the game but this time the entire class was involved so there weren't just three groups playing. I think everyone really liked this game because it got everyone up and moving and it made the teams want to get the correct answer, but they have to work alone before they can work together.</p>		