

Lesson Plan Template

Grade: 9th and 10th grade		Subject: Algebra 1	
Materials: Students will need their notes, maze worksheet		Technology Needed: Active board	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <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)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • HS.ACED.1* <ul style="list-style-type: none"> ○ Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions • HS.AREI.3 <ul style="list-style-type: none"> ○ Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. 		Differentiation Below Proficiency: <ul style="list-style-type: none"> • These learner are going to need assistance from me on solving some inequalities and creating the number line. They will be able to get through part of maze during the class time but might not finish it. Above Proficiency: <ul style="list-style-type: none"> • These students will be able to finish the problems with no issues. They will be able to help the students around them. If enough time allows these students will be able to finish all the problem on the maze (whether it is a part of the maze path or not) Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • These students will be able to do the problems with very few issues. They should be able to finishes the maze worksheet during the allowed amount of time. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual/auditory • Interpersonal • Intrapersonal 	
Objective(s) <ul style="list-style-type: none"> • The Learner will be able to solve one step inequities • TLW be able to create an inequality from the given word problems Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> • Create • Solve 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The transitions will happen from bell work to notes and notes to worksheet. I will have the students pass forward their bell work and as they do that take out their notes (by the time I am done collecting bell work they should all be ready to take notes). 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students know my expectations during notes by now because we have been doing them for over a month now. • Students know the expectations that they can work with people around the room as long as work is getting handed in and they don't have more than 1 missing assignment. (This does not apply to 2nd period as they must stay in their assigned spots during homework time). 	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Set up notes on PowerPoint • Print out maze worksheet 		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • This will be a real life bell ringer the students will do that relates back to previous sections. 		
15-20	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • This time will be given to notes we go through as a class. I will be doing most of the explaining during this time as we will be going over new topics. <ul style="list-style-type: none"> ○ The biggest thing to go over is reinforcing the new number line they will be making with each problem, which they learned about the previous day. 		
15-25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • The students will now have time to work on their maze worksheet. This worksheet guides the students through the problems since they have two options or “paths” to follow. 		

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	<ul style="list-style-type: none"> ○ This is their homework which is replacing their traditional book work. 	
5-10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The last few minutes of class I will be reminding the students anything they did not finish will be homework. • I will also be reminding the students that all the missing work needs to be handed into me by Friday because of the end of the quarter on Friday and my last day with them. • I will also be reminding them they can find the PowerPoint on google classroom. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> • For this I am going to be walking around making sure the students are doing their examples in their notes. I will also be choosing students who have completed the examples correctly in their notes do it on the board for the class. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • Something for a back-up plan I have considered is having extra examples in my PowerPoint. Another thing is making sure the students have enough time while going through examples to ask me questions (i.e. be flexible with time). 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • The summative for this lesson will be the maze worksheet the students complete. 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		