

Midterm Lesson

Grade: Algebra I		Subject: Solving Equations	
Materials: Notes, scratch paper, record sheet, puzzle pieces		Technology Needed: Active board, Calculators	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • HS. A-REI.3: <ul style="list-style-type: none"> ○ Solve linear equations in one variable, including equations with coefficients represented by letters. 		Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • These students will need more assistance from me and their peers. I am going to place them in a group with a strong leader who will be able to help guide them. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to do the assigned task with few issues. These students are going to be placed in groups with students who are below proficient so they can “teach” their peers. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to do the assigned task with little assistance from me. They will be in groups with either a student who is below or above proficient to assist them or receive assistance from their peers. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual • Social • Logical 	
Objective(s) <ul style="list-style-type: none"> • The learners will be able to solve one step equations • TLW be able to solve two step equations • TLW be able to solve multi step equations • TLW be able to solve equations with variables on both sides <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Level 3 Applying: They can solve the equations 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students will be working in groups of 2-3 in pods. <ul style="list-style-type: none"> ○ The groups will be chosen by me based on behaviors I have seen in class. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • To ensure students understand how to work in groups I will “model” on how to work together, talk to each other, and explain something to each other in a math class in a group. 	
Minutes	Procedures		
30	Set-up/Prep: <ul style="list-style-type: none"> • Print out Puzzle pieces and cut them out • Print out Record sheet 		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • As a class we will discuss what we have covered over the last 4 days (One-step, Two-step, multi-step, and variables on both sides). We will also discuss what operations are inverses of each other. 		
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • I will discuss what our puzzle activity is and what my expectations are for working in groups. <ul style="list-style-type: none"> ○ This means how do I help my peers when they are stuck on a problem without just giving them the answer. 		
30	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"> • Students will now have time to work together to solve the equations they are given on the puzzle pieces • I will be walking around during this time to make sure all the students are working and I will answer any questions they may have. I also will be looking for “mistakes” or problem areas that the students maybe running into. 		
5	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • The students will now wrap things up by stapling all of their sheets they put work on together to hand in. • At this time, I will remind students of the quiz the next day and I have tutoring before school and that I will be staying after school for 20 minutes that day if the have any questions. 		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Before the lesson I am going to choose a few problems and I am going to be looking for the problems on the student's sheets and see if they are doing it correctly and check in with the groups if they have something incorrect on the sheet.

Consideration for Back-up Plan:

- My back-up plan for the review would be the students working on the midchapter test out of the book on their own, this would be if the students cannot handle working together in groups.
- If students are having problems with certain problems, then I will review one similar to it on the board and leave the example up so they can now apply the process to their problem.

Summative Assessment (linked back to objectives)

End of lesson:

- The "summative Assessment" for this lesson will be the work they hand in at the end of class. I will be able to go check certain problems to make sure the students are understanding how to solve equations.

If applicable- overall unit, chapter, concept, etc.:

- This is the 2.1-2.4 Quiz

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

- This will be done Tuesday after the lesson is taught.
- 2nd period
- 3rd period
- 4th period