

Lesson Plan Template

Grade: 9 th		Subject: Enriched geometry
Materials: Scavenger hunt questions, worksheets, and formula cheat sheets		Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) <ul style="list-style-type: none"> HS.G.GMD.3 <ul style="list-style-type: none"> Know and apply volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems. 		Differentiation Below Proficiency: <ul style="list-style-type: none"> These students will need assistance with completing the worksheet. Above Proficiency: <ul style="list-style-type: none"> These students will be able to complete worksheet with very little to no assistance. They will complete the worksheet with time left over and will complete the exit slip. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> These students will be able to do complete the worksheet and may need some assistance. Modalities/Learning Preferences: <ul style="list-style-type: none"> Kinesthetic Visual Social
Objective(s) <ul style="list-style-type: none"> TLW be able to compute the volume of prisms, cylinders, pyramids, cones, and spheres. TLW be able to solve for the radius to check the answer of a given volume. TLW be able to solve for the height to check the answer of a given volume. TLW be able to solve for the diameter to check the answer of a given volume. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> Creating (solve) Applying (Solving for the volume) 		
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> The students will be working in groups They will also be moving from "bird" to "bird" 		
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
<ul style="list-style-type: none"> The students will be working in groups They will also be moving from "bird" to "bird" 		<ul style="list-style-type: none"> The students already know the expectations when it comes to working in groups.
Minutes	Procedures	
10	Set-up/Prep: <ul style="list-style-type: none"> The scavenger hunt questions will need to be hung up around the classroom. The scavenger hunt worksheets will need to be handed out The groups will need to get into their assigned groups 	
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Go over Volume and Surface Area cheat sheet and ask the students if they know what they are doing and go over a few examples if needed 	
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Give instruction on how the scavenger hunt will work <ul style="list-style-type: none"> Each group will start at different problems and they will write down the bird on the outside in the first blank on their "worksheet," write down the problem and show all their work on it. They will then find the next bird with their correct answer and so the same for the rest of the "worksheet" until they have gone to every bird. 	
25-29	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 start the scavenger hunt and complete it in their groups. 	
2-5	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Making sure to give students time to wrap up and hand in their "worksheets" If time allows or if groups finish early give them an exit slip (version A or B). 	

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Formative Assessment: (linked to objectives)

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

- Going around making sure students are doing their work correctly and helping them as needed. They will also be able to know if they got the correct answer because if it is wrong there will be no bird matching their answer.

Consideration for Back-up Plan:

- If students finish with time left over give the students, the exit slip to finish in class or outside depending on time.

Summative Assessment (linked back to objectives)

End of lesson:

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

Overall, I think this lesson went well. For the first period I hung the questions around the room and they had to find their answers but for the second period I hung them all on the board and once they were done with the question they hung it back up on the board, this helped transitions go more smoothly from one group to the next. The next thing I would have changed are have more back-up questions. I had one example problem for every problem I created in case the students couldn't do one of the problems so this way I could help show them how to do it without actually giving the answer, but one was not enough, I should have created at least two.