Lesson Plan Template

Grade: High School 9, 10, 11, 12

Subject: Algebra

Materials: Pencil

Technology Needed: Calculator

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain: The students will complete examples in class and then work independently on their homework asking peers or myself for help when needed.

Standard(s)

HS.A-REI.6 - Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables

Objective(s)

- Students will be able to find the solutions to systems of equations using the addition method.
- Students can manipulate an equation by multiplying or dividing it by a scaler.
- Students can recognize like terms and are able to manipulate an equation to get like terms.

Bloom's Taxonomy Cognitive Level: Understand, Apply, Analyze

Differentiation

Below Proficiency: Student is unable to multiply equations by a scalar to grow or shrink a certain term.

Above Proficiency: The student can easily solve by addition and can visually tell when the graphs are the same line. In other words, the equation is multiplied by a certain scalar.

Approaching/Emerging Proficiency: The student is able to solve the system by addition, but sometimes needs help understanding what the least common multiple is.

Modalities/Learning Preferences:

Logical – the students will have to do a fair bit of logical understanding in this lesson. If the answer is x=x or 1=4, they need to know what that answer means in correspondence with solution.

Visual – The students who do well visualizing will be good with solving by addition. They will be able to visualize what they want the other equation to look like.

Classroom Management- (grouping(s), movement/transitions, etc.)

The students will come in and sit down in their assigned spot. There isn't a great deal of peer-to-peer work, but when the lesson is done, they are expected to quietly get the materials needed for their homework.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

This lesson doesn't have many lesson-specific procedures. Once the lesson is done being taught, they will work on their homework either independently or quietly with another student. Once they are done working on their homework, they can work on unfinished homework or read a book.

Minutes	Procedures
10 min.	**Set-up/Prep:** I will need to pull up the PowerPoint and make sure the desks are all in the correct position.
5 min	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** I will collect the previous days homework if they have not finished it in class the day prior. The students will write down a pros and cons list for solving by graphing and substitution. In essence, they are describing which is their preference and why.
30 min	**Explain: (concepts, procedures, vocabulary, etc.)** I will go through my PowerPoint and do a few examples of how to solve by addition. I will answer any questions about this during and after the lesson.
10 min	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

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	After the lesson is over, the students can start working on their homework either alone or with another person. I think this is good because it allows them to ask questions if they are confused, but it also allows them to get the homework done without having them making excuses of why it didn't get done. Once they are done working on their homework, they can work on unfinished homework or read a book.
	Review (wrap up and transition to next activity): I will answer any final questions that the students have about solving by substitution or their homework.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** During their homework time, I will walk around and try to talk to every person and see how they are doing with the lesson. During the actual instruction, I will ask clarifying questions throughout to make sure that they understand. **Consideration for Back-up Plan:** If they students still do not understand the content, I will do a homework problem as an example in the front of the class. I will partner them up to work on their homework together. One stronger student with one weaker student.	**Summative Assessment (linked back to objectives)** **End of lesson:** At the end of the lesson, they will get a homework assignment that is due at the beginning of the class the next day. **If applicable- overall unit, chapter, concept, etc.:** At the end of the chapter, there will be a unit test on Systems of Equations and Systems of Inequalities.

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