

Lesson Plan Template

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| Grade: High School 9, 10, 11, 12 | | Subject: Algebra | |
| Materials: Pencil | | Technology Needed: Calculator | |
| Instructional Strategies: <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: <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: 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 | | Differentiation Below Proficiency: Student is able to graph both inequalities with assistance but struggles to understand how to shade a single inequality. Above Proficiency: The student can graph the solution for a system of inequalities. They are able to understand where to shade without using the test point method. Approaching/Emerging Proficiency: Students are able to graph both inequalities on the same graph but struggles to understand where to shade without using a test point from each "slice." 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. | |
| Objective(s) <ul style="list-style-type: none"> - Students can graph two inequalities on the same graph. - The students can shade the correct region that corresponds to BOTH inequalities. - The student can use the test-point method to find the correct shaded region. Bloom's Taxonomy Cognitive Level: Understand, Apply, Analyze | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Once the lesson is done being taught, I will announce the groups they will work on their homework with. They will quietly get into their groups. Then, I will pass out their worksheets. Once they are done, they can work on unfinished homework or read a book. | |
| Classroom Management- (grouping(s), movement/transitions, etc.) The students will be assigned a small group to work on their homework with. Their groups will be announced at the end of the lesson. They will quietly get into their groups. This will be good peer-to-peer instruction. This can be a difficult topic to understand, so peer instruction can be helpful. | | Classroom Management- (grouping(s), movement/transitions, etc.) The students will be assigned a small group to work on their homework with. Their groups will be announced at the end of the lesson. They will quietly get into their groups. This will be good peer-to-peer instruction. This can be a difficult topic to understand, so peer instruction can be helpful. | |
| 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 everything they know about inequalities – set notation, inequality form, drawing on a number line, etc. | | |
| 30 min | Explain: (concepts, procedures, vocabulary, etc.) I will go through my PowerPoint and do a few examples of how to graph the solutions to inequalities. I will answer any questions about this during and after the lesson. | | |
| 10 min | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) | | |

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| | <p>After the lesson is over, I will announce their groups. They will quietly get into their groups, and I will pass out their worksheets. If they finish their homework, they can work on unfinished homework or they can read a book.</p> |
| | <p>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.</p> |
| <p>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.</p> <p>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.</p> | <p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson, they will get a worksheet that is due at the beginning of the class the next day.</p> <p>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.</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> | |