Lesson Plan Template

Grade: High School 9, 10, 11, 12

Subject: Algebra

Materials: Pencil, Test

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 be taking their quiz independently of one another. Their scores should reflect what they each individually know.

Standard(s)

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

HS.A-REI.12- Graph the solutions to a linear inequality in two variables as a half-plane. Graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Objective(s)

- Students understand what a system of inequalities is.
- Students can graph an inequality on a cartesian coordinate system.
- Students can find points that are solutions of a single inequality by graphing.
- Students can find the solutions of a system of inequalities by graphing.

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

Differentiation

Below Proficiency: The student cannot find the solutions to either a system of equation or a system of inequalities.

Above Proficiency: The students know how to find the solutions to both a system of equations and a system of inequalities. In addition, they also can decipher which type of system it is and how many solutions it will have.

Approaching/Emerging Proficiency: The student is able to graph the equations and inequalities, but has difficulty adjusting equations when using substitution and addition.

Modalities/Learning Preferences:
Logical – Students will do well using reasoning skills to decipher the types of systems and, therefore the types of solutions. This is the main learning modality.
Intrapersonal – Students will be working independently on this assigned quiz.

Classroom Management- (grouping(s), movement/transitions, etc.)
The student will come and sit down in their assigned spot. The only "transition" in this lesson is from test to done with their test. I expect them to *quietly* get book to read.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Once the students sit down at their assigned desk, I expect them to briefly review their notes if they so wish. Once the bell rings, I expect them to put their phones in their designated spot (hanger on the wall) and everything thing but a pencil and a calculator away. I will pass out the tests. Once they are done with their test, I expect them to start working on any missed homework or reading a book of their choice. They are not allowed to have their phones until the end of the class period.

Minutes	Procedures
10 min.	**Set-up/Prep:** I will need to make copies of the test, make a key, and make sure I have sharpened pencils in case someone doesn't have one.
5 min.	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** The students will have a few minutes to review their notes and such. This is also the time that they will put their phones and everything else away expect a pencil and a calculator.
3 min.	**Explain: (concepts, procedures, vocabulary, etc.)**

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	I will spend a few minutes explaining that after the test they can either get homework they haven't finished yet or they can read a book. HOWEVER, they will not be able to get their phone until the end of class. They may ask questions for clarification during the test.
35 min	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** I will hand out the tests and the students will begin. As mentioned previously, questions during the test are allowed. However, if their question is about a lack of understanding in content, my answers will be leading questions, not explicit answers.
5 min	**Review (wrap up and transition to next activity):** For the last 5 minutes of class, I will go over any pressing questions anyone has. We will then talk about what the next unit is about and what they know about that topic.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-** **in strategies, etc.** I will walk around the classroom observing the answers students are putting. If some students are really struggling, I will bring them back to my desk and use an example problem to try and clarify their train of thought. **Consideration for Back-up Plan:** If the test does not go well, I will have them get in pairs of 2 the next day to go over their answers and make corrections if need be. However, I will not write what is right or wrong. They need to decide which answer is right and why it is right.	**Summative Assessment (linked back to objectives)** **End of lesson:** The test is the lesson. **If applicable- overall unit, chapter, concept, etc.:** This is their end of unit assessment.

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