

## Lesson Plan Template

<b>Grade: 10/11</b>		<b>Subject: Math</b>	
<b>Materials:</b> Computer, overhead projector		<b>Technology Needed:</b> Calculator, Phone if team captain	
<b>Instructional Strategies:</b> <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 checked="" 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		<b>Guided Practices and Concrete Application:</b> <input 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: I will be reviewing very minimally on lecture. We will be using an online Jeopardy review game. They will need to use the graphics of the angles to answer the question correctly and respond on their devices. <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <b>8.G.5</b> – Use informal arguments to establish facts about: b. the angles created when parallel lines are cut by a transversal		<b>Differentiation</b> <b>Below Proficiency:</b> The student is not able to understand where the different types of angles made by a transversal is on a graphic. They are unsure how a transversal affects a set of parallel lines.  <b>Above Proficiency:</b> The student is able to solve a graphic of multiple angles made by a transversal when given only one angle.  <b>Approaching/Emerging Proficiency:</b> Student is able to point out the different types of angles made by a transversal on a graphic, but still need help with theorems and postulates in order to find angle measures.  <b>Modalities/Learning Preferences:</b> - <b>Interpersonal:</b> The students will be in groups of 4 - <b>Visual:</b> A majority of the questions use a graphic that the students will have to analyze in order to get the answer correct. - <b>Logical:</b> The students that like doing puzzles will like this exercise. Once you figure out one part of the problem, the rest fall into place.	
<b>Objective(s)</b> - I understand and can use the definition of angles made by a transversal. - I can determine whether a pair of angles made by a transversal is corresponding, alternate interior, alternate exterior, or consecutive. - I can use transversal theorems and postulates to establish congruence between angles. - I can find the angle measures of other angles when given an angle measure made by a transversal line.  <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Comprehension, Application, Analysis		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> I expect the students not to abuse the use of their cell phones. This lesson includes the use of some technology. In order to make this work, they will need to respect this. I also expect that they remain respectful of other groups and not shout answers – whether they are right or wrong.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.):</b> The students will be grouped in groups of approximately four people (depending on how many students show up on that given day). They will begin in their normal seats and then I will give them their groups. They will then get into their groups and remain in them for the rest of the hour.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> I expect the students not to abuse the use of their cell phones. This lesson includes the use of some technology. In order to make this work, they will need to respect this. I also expect that they remain respectful of other groups and not shout answers – whether they are right or wrong.	
<b>Minutes</b>	<b>Procedures</b>		
<b>15 min</b>	<b>Set-up/Prep:</b> Set-up for this lesson includes moving the desks into groups, pulling up the Jeopardy game on the computer, and organizing the students into groups.		
<b>5-7 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will spend the first 5-7 minutes reviewing terms that will be important in the game. They will refresh the information they know and will make them more prepared to play the game.		
<b>5-7 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will explain the Jeopardy game. I will also give them their groups. Once they get into the groups, they will need to choose a team captain. This team captain will need to log into the website with the given code. I will pick a number between 1-50 in my head. Whichever team picks the closest number will choose the first question. Each team captain will have to bring me their team answer. They are allowed to use their notes on this review. If they get the answer correct, they will get the points. However, if you get the answer write first (with the buzzer on their phone), they will get 50 more points. Whoever gets the answer right first will get to pick the next question.		

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<b>35 min</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>The class will then play the game until all of the questions have been answered. We will review the answers as we go to make sure that everyone is aware of how we concluded our answer.</p>
<b>5 min</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>If the students have any unfinished worksheets, they will be able to work on them for the remainder of the class in order to get caught up. If they have questions, this is also an opportunity to ask them.</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>I will check the answers of the groups and give immediate feedback on what went right or wrong. In addition, I will give a short explanation of how we reached the answer for each question.</p> <p><b>Consideration for Back-up Plan:</b> If they are still confused at the content, we will refer to the notes for guidance in definitions and solving problems.</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b> This is a review of the transversals, so it is technically their summative assessment. If they still do not understand the content, they can look at examples in their notes and try to reproduce them.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>A quiz will be given two days after this review about the definitions and uses of transversals to find the measures of angles.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	