Lesson Plan Template

Grade: 11	Subject: Algebra II
Materials:	Technology Needed: Document Cam
Instructional Strategies:	Guided Practices and Concrete Application:
Direct instruction Guided practice Socratic Seminar Learning Centers Lecture Discussion/Debate Technology integration Other (list) Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	□ Large group activity □ Hands-on □ Independent activity □ Technology integration □ Pairing/collaboration □ Imitation/Repeat/Mimic □ Simulations/Scenarios □ Other (list) Explain:
Standard(s)	Differentiation
	Below Proficiency: Student struggles with basic algebraic manipulations and can't
Objective(s)	grasp concept of solving the system graphically.
-Students should feel comfortable moving variables into the form	Above Proficiency:
y=mx+b	Student grasps concepts perfectly and can foresee how we may
-they should be able to accurately graph multiple equations on the	do this algebraically in the next lessons.
same graph	Approaching/Emerging Proficiency:
-they should then be able to tell a solution to the system using the	Student only makes a few algebraic mistakes, yet overall
graph	understands concept.
	Modalities/Learning Preferences:
Bloom's Taxonomy Cognitive Level:	-Auditory from my actual lecturing and explaining of what is going on
	board
	-Important content will be emphasized by also being written on board for visual learners
	-Students will also be able to follow with their own graph paper
Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to
-Ripple effect	the lesson, rules and expectations, etc.)
-Proximity	-I expect students to work when the assignment is handed out
-multiple modalities	and for them to ask any questions as they arise
	-I expect students to take notes, be respectful during instruction, and
	utilize the notes and examples during independent work
Minutes Procedures	
Set-up/Prep: Make sure the Doc Cam works correctly and is streaming to	the board and online students. Give all the students graph paper with
sleeve over it (so they can use it like a white board).	o the board and online stadents. Give an the stadents 5 apri paper with
Engage: (opening activity/ anticipatory Set – access prior	learning / stimulate interest /generate questions, etc.)
	ercept and add points with the slope), px+qy=c (graph the two intercepts)
or you can turn it into slope intercept), x= and y=	
Explain: (concepts, procedures, vocabulary, etc.)	
Quick show graph of y=x+3 and emphasize that every point on a line is a solution, x=5 implies y=8. Add line y=-x+3, x=5 implies y=-2.	
Is there a solution that satisfies both? The goal is to look for a point of intersection. So $(0,3)$ solves both. Double check. We just solved what's called a system of equations. Define the term. Do examples of $y=-3x+4$ and $y+2x=2$, $y=1/3x+1$ and $y=1/3x-1$, $y=1/2x+2$	
and 2y-x=4, x=-4 and y=2.	
und 2y 1, 1 und y-2.	
Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life	
experiences, reflective questions- probing or clarifying questions)	
They will have an in-class assignment where me and Mrs. Hintz will be wandering the room if they need questions.	
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Review (wrap up and transition to next activity):	
They will have an exit question	
Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions,	End of lesson:
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in strategies, etc.	Exit question
If they are not responding to questions, I will likely continue on that	If applicable- overall unit, chapter, concept, etc.:
problem until I feel they have understanding.	
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Consideration for Back-up Plan:	
Consideration for back-up Flan.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	
I think my pacing was much improved from the last lesson I had given for Mrs. Hintz. I need to work on pausing in my lesson to allow students to	
catch up. However, the students seemed to grasp the lesson very well a	nd were able to get through the assignment.