

Lesson Plan Template

Grade: 11		Subject: Algebra II	
Materials:		Technology Needed: Document Cam	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s)		Differentiation Below Proficiency: Student struggles with basic algebraic manipulations and can not continue through the problems without a great deal of assistance. Above Proficiency: Student grasps concepts perfectly and can understand how this relates to the other algebraic methods and can see them as interchangeable. Approaching/Emerging Proficiency: Student only makes a few algebraic mistakes, yet overall understands concept. Modalities/Learning Preferences: -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	
Objective(s) -Students should feel comfortable moving variables into the form $y=mx+b$ -they should be able to understand the process of elimination and come to an answer -they should be able to understand the proper times to use elimination -the student should be able to understand the difference between equations that have infinite solutions and no solutions Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) -Ripple effect -Proximity -multiple modalities		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -I expect students to work when the assignment is handed out 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.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Insight conversation on when it is difficult to use the graphing method we discussed last class. It is difficult to graph if the points are fractions, the solution is a fraction, or the equation includes decimals.		
	Explain: (concepts, procedures, vocabulary, etc.) Show the example of $3x+4y=2.5$ and $5x-4y=25.5$. Show that you can cancel the $4x$ s by adding one equation to another. by adding one equation to another. You can do this because of the equal sign. Come to answer of $(7/2, 2)$. Emphasize adding the equations to find something to cancel, finding x , and plugging back in for y . Next show the example of $3x+4y=12$ and $8x+2y=16$. Emphasize that you may need to multiply an equation to cancel something nicely. Now give the examples of infinite solution and no solution equations. $-x-y=-4$ and $x+y=2$ and $x-y=2$ and $-x+y=-2$. Emphasize $0=-2$ and $0=0$.		
	Explore: (independent, concrete 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.		
	Review (wrap up and transition to next activity): They will have an exit question the following day		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson: Exit question	

Lesson Plan Template

If they are not responding to questions, I will likely continue on that problem until I feel they have understanding.

Consideration for Back-up Plan:

If applicable- overall unit, chapter, concept, etc.:

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

This lesson was observed by Cammy Erickson. I think this lesson had students most engaged so far. They asked questions regularly and I was able to respond well. I discovered half way through the lesson that the class was unprepared for fractions, so we spent a good portion of my lecture time reviewing fractions. I think that was a good thing though as students seemed far more comfortable with the concept afterwards.