

## Lesson Plan Template

<b>Grade: Algebra</b>		<b>Subject: Math</b>	
<b>Materials: Whiteboard/Chalkboard</b>		<b>Technology Needed: This part does not apply to this lesson</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> <b>Guided practice</b> cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> <b>Lecture</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> HS.A-REI.4 b		<b>Differentiation</b> <b>Below Proficiency:</b> Student can't recognize which numbers go where in the quadratic equation. <b>Above Proficiency:</b> Student can understand how to use the quadratic equation and can understand what the results are that it gives. <b>Approaching/Emerging Proficiency:</b> Understands how to use the quadratic equation but doesn't quite understand how to interpret the results of the equation. <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> Solve quadratic equations in one variable. More specifically working with the quadratic equation to help solve equations that aren't easily factorable.  <b>Bloom's Taxonomy Cognitive Level:</b> Understanding; Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Desks will be aligned in rows to make sure students have the best view of the board without having to turn around in their desk to see. This also allows them a better ability to take notes because they wouldn't have to turn to see the board.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will stay seated in their desks during the lecture and are not allowed to talk. If they have a question during the lesson, they should raise their hand so as to not interrupt me in the middle of a sentence.	
<b>Minutes</b>	<b>Procedures</b>		
10	<b>Set-up/Prep:</b> To set up I will review the problems that I have picked to teach the lesson for the students. Then I can make sure I have the makers or chalk that I need to teach the lesson properly. I will also have to find a problem for the into activity of the class period.		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will enter the classroom and sit in their seats while they work on the review problem. This will give me time to take roll call and see what the students remember from the previous day. I can then ask the students if they had any questions on the previous day's homework. Once questions are answered the students will pass their homework assignments to the left and then I will walk down the row to collect the assignments. Once assignments are collected, I would go grab my notes for the class and begin the lesson.		
20	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> "Does anyone remember solving equations in the form $ax^2+bx+c=0$ ? How have we solved them before? Right solving the square and factoring! What happens if we want to evaluate a problem like $x^2+5x+10=0$ ? This problem isn't easily factorable. There is an equation that we have that will help us solve problems like this. It is called the quadratic equation and it is read $x$ equals negative $b$ plus or minus the square root of $b$ squared minus $4ac$ all over $2a$ . Then in the latex document I will have examples and solutions to the problems.		
15	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Students will be given an assignment that they can work on during the rest of the class period. This is to allow them time to work on the problems with the ability to get help from me. They can work together in collaboration to try to solve the problems without asking me first. This lets students who understand the material explain it to others strengthening their own understanding of the material. Students that are behind will then come to the back of the room to a table with me after the initial lesson is completed. Once back there the students will be given more individualized attention. I can then use scaffolding to help students though additional problems or help them with some of their homework problems. By doing this I don't just turn them loose with a bunch of new material but can still help them understand the material at a slower pace.		
5	<b>Review (wrap up and transition to next activity):</b>		

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	<b>During the last five minutes of class I will check in with the class to see if any problem was particularly challenging or if they understood the assignment for the most part. I can then have an idea on what the next day's review question would be.</b>
<b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.  <b>Consideration for Back-up Plan:</b> Students may not have enough time to complete their assignment in class so if need be, I can let them have extra time to work on it the next day.	<b>Summative Assessment (linked back to objectives)</b> End of lesson:  If applicable- overall unit, chapter, concept, etc.:
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	