

Alexis Wanner
Practicum II- Lesson #1

-Grade: 7th		Subject: Mathematics	
Materials: Chromebook, pencil, scientific calculator		Technology Needed: Chromebook	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard 7.RP.2a Recognize and represent proportional relationships between quantities: Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plan		Differentiation Below Proficiency: Students will determine whether ratios are equivalent, solve proportions using various methods, and complete the assignment with significant assistance from the teacher. Above Proficiency: Students will determine whether ratios are equivalent, solve proportions using various methods, and complete the assignment with independently and do additional problems that extend these concepts to other areas. Approaching/Emerging Proficiency: Students will determine whether ratios are equivalent, solve proportions using various methods, and complete the assignment with minimal assistance from the teacher. Modalities/Learning Preferences: Visual, Auditory	
Objectives By the end of the lesson the students will be able to: -determine whether ratios form a proportion -explain how to determine whether quantities are proportional -distinguish between proportional and nonproportional situations -solve proportions using various methods -find a missing value that makes two ratios equivalent -use proportions to represent and solve real-life problems Bloom's Taxonomy Cognitive Level: Remembering, Understanding, Applying, Analyzing, Evaluating			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain seated in their assigned desks throughout the duration of class and follow proper COVID-19 protocols in regards to social distancing and mask wearing.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will conduct themselves respectfully and work in their assigned spots on the homework and asking questions when help is needed in class.	
Minutes	Procedures		
30	Set-up/Prep: Create notes for lesson and print one for each student prior to class. Create entrance and exit ticket questions for the class as well as prepare 2 notecards for each students to use for the tickets. Write ticket questions on the board before students arrive. Entrance/Exit ticket question: 1) Are the ratios $\frac{2}{3}$ and $\frac{4}{6}$ equivalent? How do you know? 2) Solve for x, show your work. $\frac{3}{2}=\frac{x}{8}$ OR $\frac{14}{8}=\frac{7}{x}$		
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions) Hand out a notecard for each student and instruct them to put their name on it at the top. Then have the student answers the questions on the notecard, showing their work. Once students finish their entrance ticket,		

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	have them put a pencil on their desk to show me that they have completed it. Collect the tickets once all students are finished.		
15	Explain: (concepts, procedures, vocabulary) Hand out the prepared notes to each student. Ask each student to take out their calculator or borrow one from Mrs. Wolf. Then begin to slowly work through the notes including vocabulary. Students will work together through the example problems with me. Have students do a turn and talk after the third example to see if any confusion arises from the content. Finish the last example while allowing students to work more independently with proper scaffolding.		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Allow time for the students to work on their homework on Big Ideas Math while receiving help if need be from myself or Mrs. Wolf.		
15	Review (wrap up and transition to next activity): Hand out a second notecard for the students to complete their exit ticket, with the same questions as on the entrance ticket. Allow students to turn in their tickets to me once they are finished. I will then sift through the exit slips into correct and incorrect answers. Next, I will choose out my "favorite no" or incorrect answer. I will replicate the wrong answer and work on the board and ask the students, "What do you think I like about this answer? What is correct in this problem?" Then I will ask, "What made this answer incorrect? Where was the mistake? How do you know that it is the wrong answer?" "Let's do quick finger snaps for whoever student's answer helped everyone learn. I am so glad we can all work together as a class to get better!" Have students pack up their things and return any borrowed calculators to Mrs. Wolf.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Walk around classroom to monitor students' progress on homework throughout the class period.</p> <p>Consideration for Back-up Plan:</p> <p>Prepare extra problems to work through as a re-teaching tool if students did not understand with a few examples.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students complete the exit ticket by solving for a proportion.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Students will take a summative assessment at the end of the chapter.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Walk around classroom to monitor students' progress on homework throughout the class period.</p> <p>Consideration for Back-up Plan:</p> <p>Prepare extra problems to work through as a re-teaching tool if students did not understand with a few examples.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students complete the exit ticket by solving for a proportion.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Students will take a summative assessment at the end of the chapter.</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were proud of their progress between the entrance and exit ticket. However, I felt somewhat rushed in terms of time to complete both tickets and was unable to do the favorite no activity.</p>			