

Practicum I Lesson Plan #2- Alexis Wanner

Grade: 9		Subject: Algebra I	
Materials: Algebra I textbook, Chromebook, pencil, loose-leaf paper		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) <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Flipped Classroom <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Due to COVID-19 protocol, the classroom has been flipped to best utilize the minimal amount of time students are in class in person</p>	
Standard HS.N-Q.2*: Define appropriate quantities for the purpose of descriptive modeling.		Differentiation <p>Below Proficiency: Students will write equations that represent functions and complete the some of the assignment with significant assistance from the teacher.</p> <p>Above Proficiency: Students will be able write equations that represent functions and complete the assignment independently and do additional problems that extend this concept to other areas.</p> <p>Approaching/Emerging Proficiency: Students will be able write equations that represent functions and complete the assignment with minimal assistance from the teacher.</p> <p>Modalities/Learning Preferences: Visual, Auditory</p>	
Objective Students will be able to write equations that represent functions.			
Bloom's Taxonomy Cognitive Level: Remembering, Applying, Analyzing			
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		
100	Set-up/Prep: Record the video lesson for students to watch the night before, as is normal in the flipped classroom setting. Post the video on the Google Classroom page. Create Cornell notes and exit ticket for lesson and print one of each for each student. See 4.5 Notes and 4.5 Exit Ticket.		
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions) (on video) Review what words cue us to different mathematical operations, i.e. plus and sum mean addition. Review words for addition, subtraction, multiplication, division, equals, and grouping symbols. See Math Operation Terms Notes		

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15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>(on video) Slowly work through example problems of writing sentences into mathematical equations to represent functions, noting the mathematical cue words.</p>	
30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>(in class) Work through difficult homework problems with students as a class. Walk around classroom and answer questions about student's points of confusion with the lesson.</p>	
15	<p>Review (wrap up and transition to next activity):</p> <p>Hand out student's exit tickets to complete by the end of the class period. See 4.5 Exit Ticket document.</p>	
<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 receive sufficient instruction from the lesson video.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students write a mathematical equation that corresponds to a given function in word problem format on an exit ticket.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went very well. The students were happy to have an approachable means to encounter words in math problems and now have a tangible tool to help them decode what the mathematical words mean. I saw students writing an addition symbol above the word "plus" and a division symbol by "quotient" which helps me know that they are indeed understanding the content.</p>		