Lesson Plan Template

Grade: High School | **Subject: Math**

Materials: Pencil, textbook, notebook, calculator | **Technology Needed: Computer**

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

8.EE.7 – Solve linear equations in one variable

1. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions
2. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms

Objective(s)

1. Combine like terms
2. Perform the distributive property

Bloom's Taxonomy Cognitive Level:

Define, apply, solve

Differentiation

Below Proficiency: If students are struggling with the material, they will be encouraged to watch the video again or at least the parts that they are struggling with.

Above Proficiency: Students who excel with this section can choose to start and/or finish the assignments that are assigned to them.

Approaching/Emerging Proficiency: Students will be expected to come to class with the video watched with all notes that they find necessary for them already taken.

Modalities/Learning Preferences: Auditory: The students will be able to listen to the video in a quiet space and have the ability to listen to the video as many times as need be.

Visual: The students are able to watch the video and see the examples on their screens. They can pause the video at any time to take more time to write down examples.

Kinesthetic: The students can watch stop watching the video at any time to get up and move around. They can then resume when they feel up to it. The video is also fairly short so they will not be sitting there too long.

Interpersonal: The students will have more of the interpersonal connection in the classroom when working on their assignment.

Classroom Management- (grouping(s), movement/transitions, etc.)

NA

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

NA

Minutes	Procedures
25	**Set-up/Prep:** Have all examples prepped and video set up
3	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Reintroduce myself as this will be the first lesson that I am teaching them by restating my name, where I go to school, my major, where I attend school, the fact that I am a student-athlete, etc. I will then remind the students of the previous lesson and how they used inverse operations to find x.
15	**Explain: (concepts, procedures, vocabulary, etc.)** I will start by giving the definition of combining like terms. I will walk through a couple simple examples that just involve combining the like terms. We will then move into completing multiple steps per problem. I will do a few examples with them by making sure that each operation is done at least once, if not more, throughout the examples. I will also make sure that when I am showing the steps to complete each step in a different color so it can be easier for each student to see. We will then move on to discussing the distributive property. I will start by demonstrating the distributive property and explaining that the term on the outside of the parenthesis must be applied to each term inside the parenthesis. After that, I will walk through how to do the distributive property

	when put into an equation and how to be done with multiple steps. I will also make sure to go through one word problem and highlight the key points as I walk through the problem.
15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Throughout some of the examples that I go through in the explanation process, I will encourage the students to try the problems on their own by stopping the video before I go through that problem. This then allows them to have immediate feedback when they get to do the problem first and then have me go through it as well. There will be more practice and applications for them to do when we are together in class.
5	**Review (wrap up and transition to next activity):** To wrap up this lesson, II will remind them of what they will be doing in class and remind them of anything else they may want to start on. For example, I will remind them that they will have time to work on their assignments in class, but might want to get started or be done with their Dreambox activities by the time they come to class.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-** **in strategies, etc.** They will be formatively assessed when they have their next class period since that is when they will be completing their homework. I will make sure to walk around the room and check their understanding through their assignments. They will also be required to show their assignment to me or Mrs. Thompson once they have completed it. **Consideration for Back-up Plan:** Just in case there are some students didn't watch the video or maybe didn't understand it, I will walk through a few examples that were similar to the ones in the video so they can get a little extra practice before going into their activities.	**Summative Assessment (linked back to objectives)** **End of lesson:** The end of the lesson, the students will complete their homework assignment. **If applicable- overall unit, chapter, concept, etc.:** At the end of the chapter, they will have questions on their test regarding combining of like terms and the distributive property.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
The video went fairly well and I learned some different strategies for filming and uploading videos. I think one thing I would implement into my classroom is requiring check in words for the students to write down while taking notes. This will allow me to check their notes at the beginning of the next class period to see that they watched the video.