

## Lesson Plan Template

<b>Grade: High School</b>		<b>Subject: Math</b>	
<b>Materials: Pencil, textbook, notebook, calculator</b>		<b>Technology Needed: none</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 type="checkbox"/> Lecture <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 checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> <b>Independent activity</b> <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:	
<b>Standard(s)</b> 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		<b>Differentiation</b> <b>Below Proficiency:</b> If students are struggling with this content, I will go through their notes with them to see if they have the right definitions down. Then, I will find a similar problem to the one they are struggling on and walk them through that one first.  <b>Above Proficiency:</b> If students get finished quickly, they will be expected to check through their answers before having Mrs. Thompson or myself look over the assignments. They will then be expected to carry on to the next section or to work on other homework.  <b>Approaching/Emerging Proficiency:</b> The students will be expected to complete their assignment in a timely fashion and then make sure to check their answers if they have time.  <b>Modalities/Learning Preferences:</b> Auditory: The students will listen to the examples that we go through together as a class right before they start their assignments. They will also have the option to go back and watch the videos at any point.  Visual: The students will watch and follow along with the examples that we go through as a class. They will also have the option to go back and watch the videos at any point.  Kinesthetic: The students will be allowed to get up to check their answers no matter where they are at in the assignment. This will allow them to move around, but also see if they are understanding the material.  Interpersonal: The students will be working on the assignments the entire class period. This will allow them to receive one-on-one help from myself or Mrs. Thompson.	
<b>Objective(s)</b> 1) Define what it means to have infinite, one or no solution 2) Determine if an equation has infinite, one or no solution <b>Bloom's Taxonomy Cognitive Level:</b> Define, apply, solve			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be expected to work independently on their assignments when given the time to do so. Due to Covid-19, the students will be expected to be spaced out to the best that the room allows. They will be allowed to check their answers when they are done and are expected to do so in a respectful manner so others can continue to work.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to be attentive when going through examples and participate to the best of their ability when going through those examples. I will try to get as many of the students involved so there is not just one student answering all of the questions. They will also be expected to be respectful to others when doing their assignments. If they finish early, they know that they are to work on other assignments. If they are listening to music, they know that they must keep one earbud out and play the music at a reasonable volume.	
<b>Minutes</b>	<b>Procedures</b>		
<b>25</b>	<b>Set-up/Prep:</b> Have examples and assignments prepared		
<b>10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		

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	<p>We will go over what they had due for the day and they will be required to show their work to Mrs. Thompson unless they submitted it online. The students will then go right into taking their formative assessment so they have as much time as necessary.</p>		
<p><b>25</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>            After each student finishes their formative assessment, I will ask them independently if they had questions from the video. If they have not watched the video, they will be asked to watch the video and then reminded to take the google form first. After they have finished the first google form and video, they will then be expected to start their homework assignments. I will walk around the classroom to monitor questions they may have. If there are still questions after everyone has finished their formative assessment, I will have examples prepared to walk through as a class. However, if there are just a few students who are struggling, I will take the one-on-one approach with them so I can better check their understanding when going through the examples.</p>		
<p><b>15</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>            All of the independent practice and application will be their assignments. As I stated above, they will be encouraged to ask questions. If I notice there is something specific that a lot of students are getting wrong, I will take the time to walk through that problem on the board or one that is similar to it. I will also encourage them to check their answers throughout their work time so that they can see how they are doing and if they are understanding things correctly. I will have them check in with me or Mrs. Thompson once they have completed each assignment.</p>		
<p><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b>            To wrap this lesson up, I will remind them that if they have not finished their assignments that they are to be completed by the due date. I will also remind them of their distant learning assignments such as Dreambox. Then, I will make sure they know they have another video to watch before the next class period and they are expected to take notes on the video as well.</p>		
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>            They will be formatively assessed when they are completing their homework in class. 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. I will be able to better know each student's understanding as they will be able to have that one-on-one time that they might not always get in a normal school year. They will also be assessed in using their google forms that they will complete before and after the lesson.</p> <p><b>Consideration for Back-up Plan:</b>            As a back-up plan, if I can tell that they are quite a few students who are not understanding the material, I will make sure to go through the assignment and ask them if there are certain problems that they are struggling with. This way, we can walk through them as a class instead of them not understanding and then struggling with the next section.</p>		<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>            The end of the lesson, the students will complete their homework assignment.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>            At the end of the chapter, they will have questions on their test where they must determine if the equation has infinite, one or no solution.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>            This lesson improved from the last one based off the fact that everyone jumped in and answered at least one question. The examples were not nearly as dominated by one or two students as it was in the first lesson I taught. The relationships with students have been built as many of them asked more questions and were comfortable asking me as well as Mrs. Thompson. I would try to incorporate more word problems and try to go through a couple more word problems as examples since students really seemed to be tripped up on them.</p>			