

## Lesson Plan Template

<b>Grade:9</b>		<b>Subject: Algebra 1</b>	
<b>Materials: iPad/laptop. Pen/pencil. Notebook</b>		<b>Technology Needed: Powerpoint, iPad/Laptop/tablet</b>	
<b>Instructional Strategies:</b> 🍏 Technology integration      🍏 Peer teaching/collaboration/ 🍏 Other (list) cooperative learning -Flipped classroom.      🍏 Visuals/Graphic organizers		<b>Guided Practices and Concrete Application:</b> 🍏 Independent activity      🍏 Technology integration 🍏 Pairing/collaboration  Explain:	
<b>Standard(s):</b> HS.A-CED.2* Graph equations on coordinate axes with appropriate labels and scales.		<b>Differentiation</b> <b>Below Proficiency:</b> Only required to do 80% of the problems on the assignment, and collaborate on assignment. Along with slideshow notes printed out.  <b>Above Proficiency:</b> Given two additional problems to try and attempt if they finish assignment before class is over.  <b>Approaching/Emerging Proficiency:</b> Pairing up with another student to work on assignment.  <b>Modalities/Learning Preferences: Visual Preference:</b> Have notes and lesson on the PowerPoint for students to view as the steps are done. <b>Audio Preference:</b> Add audio to the PowerPoint just explaining each step that is occurring. <b>Tactile Preference:</b> Students can copy down the PowerPoint notes into their notebook. <b>Kinesthetic:</b> The lesson lecture/notes being online in PowerPoint will allow students to walk around or move around while they are watching the presentation.	
<b>Objective(s):</b> The learner will be able to put equations into slope-intercept form, and graph the equations. The learner will be able to create a parallel or perpendicular line equation, related to a given equation and a given set of points.  <b>Bloom's Taxonomy Cognitive Level:</b> <b>Application</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will go through the PowerPoint at home or before the day's class. Then in class the students will be given the assignment and work on it during class time. Students will be able to pair up and work together if they choose.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to come to class with already having viewed the PowerPoint lesson. Students are to be quiet while working on the assignment either individually or collaboratively. If the student would like to have the notes/lesson pulled up on their computer during class time, they must only be on the lesson/notes or any approved math related educational websites/programs.	
<b>Minutes</b>	<b>Procedures</b>		
<b>2 hours</b>	<b>Set-up/Prep: Create PowerPoint presentation and assignment, and record audio explaining each slide.</b>		
<b>5 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  <b>Have students takeout their devices and/or notes with the lesson. Allow the students to pair up if they would like, and pair up any students who are both struggling who would benefit from collaborative learning.</b>		
<b>45 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>  <b>Give the students the rest of the time to work on the assignment and for me to be available for them to come and ask questions about the assignment or lesson.</b>		
<del>X</del>	<del><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></del>		
<del>X</del>	<del><b>Review (wrap up and transition to next activity):</b></del>		

## Lesson Plan Template

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**

Walk around the room observing how students are doing, and answering any questions.

**Consideration for Back-up Plan:**

Go through the powerpoint as a direct instruction if students are having trouble understanding the lesson/topic.

**Summative Assessment (linked back to objectives)****End of lesson:**

Assignment was already created by host teacher.

**If applicable- overall unit, chapter, concept, etc.:**

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**