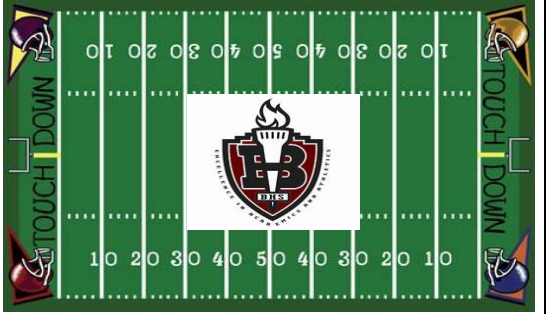


## Practicum I Lesson

<b>Grade: 9-11</b>		<b>Subject: Math</b>	
<b>Materials: Active Board, worksheet, cut slips of problems</b>		<b>Technology Needed: Active Board</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input 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"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input 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:	
<b>Standard(s)</b> HS.A-REI.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables		<b>Differentiation</b> <b>Below Proficiency:</b> Pre-grouped students to pair those whom work well with others to help peer teach. Guided sticky notes for substitution <b>Above Proficiency:</b> Those above proficiency will be peer teaching, so they can better master the subject by helping those of lower proficiency. They also will have a bonus question of higher difficulty <b>Approaching/Emerging Proficiency:</b> Those emerging proficiency have a chance to work on problem on their own while going through steps with others to make sure on right track. <b>Modalities/Learning Preferences:</b> Pre-grouped according to temperament and knowledge level Sticky notes for extra help of guides for #6 & #7 color coordinated	
<b>Objective(s)</b> I CAN <i>solve</i> by substitution and elimination. I CAN <i>evaluate</i> an ordered pair and know whether or not it is a solution. I CAN <i>sketch</i> to solve for solution of equation			
<b>Bloom's Taxonomy Cognitive Level:</b> Application, analyze, synthesis			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>Groups:</b> Jon, Bryan, Seth Nick, Jaz, Levi Paige, Paislee, Tim Trinity, Christian, Alex Tyler, Jacob, Jaz		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Everyone in the group is responsible for doing all the problems.</li> <li>• Everyone turns in their problems at the end of the hour</li> <li>• If your team gets the question, move forward 10 yards</li> <li>• Of one team member tries to move ahead before all team members are done, your team will LOOSE 10 yards</li> <li>• Every team member must rotate checking answers</li> <li>• Team that reaches 100 yards furthest wins!</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>5 min</b>	<b>Set-up/Prep:</b> Cut slips of paper for problems Make Set up desks in groups of 3 with sticky notes of who is in what group at each station		
<b>2-3 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will find their where sit based on sticky notes. Will be told to look for their name when they enter the door. We get to play the review Race to the End Zone!		
<b>5-7 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Rules for game: <ul style="list-style-type: none"> <li>• Everyone in the group is responsible for doing all the problems.</li> <li>• Everyone turns in their problems at the end of the hour</li> <li>• If your team gets the question, move forward 10 yards</li> <li>• Of one team member tries to move ahead before all team members are done, your team will LOOSE 10 yards</li> <li>• Every team member must rotate checking answers</li> </ul>		

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	<ul style="list-style-type: none"> <li>Team that reaches 100 yards furthest wins!</li> </ul> <p>Reminder (written on Board)</p> <ul style="list-style-type: none"> <li>3 types of solution-1 solution, no solutions, or infinite solutions.</li> <li>A solution is a point in <math>(, )</math></li> <li>HOY VUX- Who knows what this means? Horizontal, "O" slope, <math>y=</math> and Vertical "undefined" slope, <math>x=</math></li> </ul> <p>Let's get some team names? ----- Any questions? If not, I will hand out the first slip with number one. When after you complete it, come get it checked by me and then grab the next slip, labeled #2, and move your team 10 yards. Ready, set, go!</p>	
<p><b>35-40 min</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></p> <p>Students work through problems, periodically having them checked I walk around using purposeful proximity to help keep students on task while answering questions or checking problems. Differentiation used for problems 6 &amp; 7</p>	
<p><b>5 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b> Remember on test tomorrow that there are 3 options for solutions and to follow directions on how you are to solve the problem! Makes life a lot easier! Lets put the desks back, good job every one! Thank you for participating today and working hard! Good luck tomorrow!</p>	
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>Purposeful proximity</li> <li>Having questions be checked one by one by each group and rotating members of the group.</li> </ul> <p><b>Consideration for Back-up Plan:</b> Have each student work on problem on their own before collaboration or switch groups</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> I CAN <i>solve</i> by substitution and elimination. I CAN <i>evaluate</i> an ordered pair and know whether or not it is a solution. I CAN <i>sketch</i> to solve for solution of equation -there are a minimum of 2 examples of each that the students complete to work on concepts</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> Student is able to solve system of equations through a variety of methods.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Race to the end zone was a huge success! Students were engaged and motivated not only to do the problems done, but to do them correctly then help teammates so they could continue! It was a good review and the students realized they forgot some things from the beginning of the chapter but after working through it, a light bulb came on! I knew this by working with them and seeing the "ah ha" moment where they finish the problem with confidence. I also know they were all working on each problem being they had to switch who gave me the answers. I was prepared with groups of three dependent upon temperament and student's understanding of the topic, but four students were not present, so we had to makeshift groups on our feet and they ended up working okay! I saw some students helping each other that normally don't. Timing went really well! Every group made it to problem 10 just near the end of the bell and some even got the bonus question! I would not change much about the lesson, the only thing that could have gone better was a little mix up with some groups but that wouldn't have worked this day with students gone.</p>		