**Lesson Plan**

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| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 02/20/12 |

**Part I**

|  |  |
| --- | --- |
| **Unit:** | No School – President’s Day |
| **Benchmark:** |  |
| **Literacy Benchmark:** |  |
| **Objective(s):****In student-friendly language** | Students will be able to:*
 |
| **Essential Question:** |  |
| **Materials/Resources:** |  |
| **Assessments:****Formative/Summative** | Formative: Summative:  |
| **Key Vocabulary** |  |
| **Homework** |  |

**Part II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **High-Yield Strategies:**Check all that apply | **Marzano:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Identifiying Similarities and Differences |  | Summarizing |  | Nonlinguistic Representation |
|  | Generating/Testing Hypotheses |  | Advance Organizer |  | Outlining/Webbing/Multi-Column Notemaking |

**Kagan Structures:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | RallyCoach |  | RallyRobin |  | RoundRobin |
|  | Stand-Up Hand-Up Pair-Up |  | Quiz-Quiz Trade |  | Other: Numbered Heads Together |

**CRISS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Think-Pair Share |  | KWL |  | Jigsaw |
|  | Frayer Model |  | Anticipation Guide |  | Other: |

 |
| **Challenge Level (Bloom):**Check all that apply**Depth of Knowledge****(Webb):**Check all that apply |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Recall |  | Comprehension |  | Application |
|  | Analysis |  | Synthesis |  | Evaluation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Level 1 (Recall) |  | Level 2 (Skill/Concept) |
|  | Level 3 (Strategic Thinking) |  | Level 4 (Extended Thinking) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Differentiation:**Check all that apply |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Content |  | Process |  | Product |  | Learning Environment |

 |

**Part III**

**Write Lesson Plan Here (Follow Phases of the Gradual Release Model)**

**Attach copies of advance organizers, handouts, assignments, Powerpoint or Notebook slides.**

**Part IV**

**Higher Order Questions I will ask in this lesson (write them out):**

**Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 02/21/12 |

**Part I**

|  |  |
| --- | --- |
| **Unit:** | Linear Functions and Relations |
| **Benchmark:** | MA.912.A.3.7 - Low, MA.912.A.3.12 - Moderate, MA.912.A.3.10 - Moderate, MA.912.A.3.8 - Moderate |
| **Literacy Benchmark:** | LA.910.1.6.1 Use new vocabulary that is introduced and taught directly. |
| **Objective(s):****In student-friendly language** | Students will be able to:* Individually test.
 |
| **Essential Question:** | Why do we need to know different forms of equations of lines? |
| **Materials/Resources:** | Calculator, Test Paper |
| **Assessments:****Formative/Summative** | Formative: N/ASummative: Unit Test |
| **Key Vocabulary** | slope, intercept, point-slope form, slope-intercept form, standard form |
| **Homework** | Work on Carnegie |

**Part II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **High-Yield Strategies:**Check all that apply | **Marzano:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Identifiying Similarities and Differences |  | Summarizing |  | Nonlinguistic Representation |
|  | Generating/Testing Hypotheses |  | Advance Organizer |  | Outlining/Webbing/Multi-Column Notemaking |

**Kagan Structures:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | RallyCoach |  | RallyRobin |  | RoundRobin |
|  | Stand-Up Hand-Up Pair-Up |  | Quiz-Quiz Trade |  | Other: Numbered Heads Together |

**CRISS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Think-Pair Share |  | KWL |  | Jigsaw |
|  | Frayer Model |  | Anticipation Guide |  | Other: |

 |
| **Challenge Level (Bloom):**Check all that apply**Depth of Knowledge****(Webb):**Check all that apply |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Recall |  | Comprehension |  | Application |
|  | Analysis |  | Synthesis |  | Evaluation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Level 1 (Recall) |  | Level 2 (Skill/Concept) |
|  | Level 3 (Strategic Thinking) |  | Level 4 (Extended Thinking) |

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| **Differentiation:**Check all that apply |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Content |  | Process |  | Product |  | Learning Environment |

 |

**Part III**

**Write Lesson Plan Here (Follow Phases of the Gradual Release Model)**

**Attach copies of advance organizers, handouts, assignments, Powerpoint or Notebook slides.**

* I will administer the unit test.
* They will individually complete the test.

**Part IV**

**Higher Order Questions I will ask in this lesson (write them out):**

**Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 02/22/12 |

**Part I**

|  |  |
| --- | --- |
| **Unit:** | Linear Functions – Parallel Lines |
| **Benchmark:** | MA.912.G.1.4 - Moderate, MA.912.A.3.10 - Moderate,  |
| **Literacy Benchmark:** | LA.910.1.61 Use new vocabulary that is introduced and taught directly. |
| **Objective(s):****In student-friendly language** | Students will be able to:* Recognize what makes lines parallel.
* Write equations of lines that are parallel.
 |
| **Essential Question:** | Why do we need to know different forms of equations of lines? |
| **Materials/Resources:** | Calculators, Smart Board |
| **Assessments:****Formative/Summative** | Formative: Observations and DiscussionsSummative: Student Homework, Exit Slip |
| **Key Vocabulary** | Parallel lines |
| **Homework** | 4-4 Practice WS # 1-10 choose 5  |

**Part II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **High-Yield Strategies:**Check all that apply | **Marzano:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Identifiying Similarities and Differences | x | Summarizing |  | Nonlinguistic Representation |
| x | Generating/Testing Hypotheses |  | Advance Organizer |  | Outlining/Webbing/Multi-Column Notemaking |

**Kagan Structures:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | RallyCoach |  | RallyRobin |  | RoundRobin |
|  | Stand-Up Hand-Up Pair-Up |  | Quiz-Quiz Trade |  | Other: Numbered Heads Together |

**CRISS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Think-Pair Share |  | KWL |  | Jigsaw |
|  | Frayer Model |  | Anticipation Guide |  | Other: |

 |
| **Challenge Level (Bloom):**Check all that apply**Depth of Knowledge****(Webb):**Check all that apply |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Recall | x | Comprehension | x | Application |
| x | Analysis |  | Synthesis |  | Evaluation |

|  |  |  |  |
| --- | --- | --- | --- |
| x | Level 1 (Recall) | x | Level 2 (Skill/Concept) |
| x | Level 3 (Strategic Thinking) |  | Level 4 (Extended Thinking) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Differentiation:**Check all that apply |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Content | x | Process |  | Product | x | Learning Environment |

 |

**Part III**

**Write Lesson Plan Here (Follow Phases of the Gradual Release Model)**

**Attach copies of advance organizers, handouts, assignments, Powerpoint or Notebook slides.**

* I will review the test.
* We will discuss the picture of the illusion and its lines. (Slide 2)
* They will graph lines from their equations in stations. (Slides 3&4)
* We will discuss the graphs and their equations (Slides 3& 4)
* They will complete an exit slip (Slide 5)

**Part IV**

**Higher Order Questions I will ask in this lesson (write them out):**

* What makes these lines parallel?
* What determines the steepness of a line, how much it goes up or down?
* What is required for two lines to never intersect?

**Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 02/23/12 |

**Part I**

|  |  |
| --- | --- |
| **Unit:** | Linear Functions – Parallel Lines |
| **Benchmark:** | MA.912.G.1.4 - Moderate, MA.912.A.3.10 - Moderate,  |
| **Literacy Benchmark:** | LA.910.1.61 Use new vocabulary that is introduced and taught directly. |
| **Objective(s):****In student-friendly language** | Students will be able to:* Create pairs of equations that are parallel to one another.
* Recognize pairs of parallel lines.
 |
| **Essential Question:** | Why do we need to know different forms of equations of lines? |
| **Materials/Resources:** | Calculators, Smart Board |
| **Assessments:****Formative/Summative** | Formative: Observations and DiscussionsSummative: Student Homework, Exit Slip |
| **Key Vocabulary** | Parallel lines |
| **Homework** | 4-4 Practice WS # 1-10 choose 5  |

**Part II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **High-Yield Strategies:**Check all that apply | **Marzano:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Identifiying Similarities and Differences |  | Summarizing |  | Nonlinguistic Representation |
| x | Generating/Testing Hypotheses |  | Advance Organizer |  | Outlining/Webbing/Multi-Column Notemaking |

**Kagan Structures:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | RallyCoach |  | RallyRobin |  | RoundRobin |
|  | Stand-Up Hand-Up Pair-Up | x | Quiz-Quiz Trade | x | Other: Numbered Heads Together |

**CRISS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Think-Pair Share |  | KWL |  | Jigsaw |
|  | Frayer Model |  | Anticipation Guide |  | Other: |

 |
| **Challenge Level (Bloom):**Check all that apply**Depth of Knowledge****(Webb):**Check all that apply |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Recall | x | Comprehension | x | Application |
| x | Analysis |  | Synthesis |  | Evaluation |

|  |  |  |  |
| --- | --- | --- | --- |
| x | Level 1 (Recall) | x | Level 2 (Skill/Concept) |
| x | Level 3 (Strategic Thinking) | x | Level 4 (Extended Thinking) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Differentiation:**Check all that apply |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Content | x | Process |  | Product | x | Learning Environment |

 |

**Part III**

**Write Lesson Plan Here (Follow Phases of the Gradual Release Model)**

**Attach copies of advance organizers, handouts, assignments, Powerpoint or Notebook slides.**

* I will review homework.
* We will discuss the pictures of the illusions with parallel lines. (Slide 7 )
* I will write an equation of a graphed line. (Slide 8)
* We will write equations of graphed lines. (Slide 8)
* They will make a generalization about the equations of the graphed lines. (Slide 8)
* They will write the equation of a line that is parallel and check that their generalization holds. (Slide 9)
* They will formally state their rule for parallel lines. (Slide 10)
* They will, in groups decide which lines are parallel and then check their friends. (Slide 11)
* They will write the equation of a line parallel to a given line. (Slide 12)
* They will use quiz-quiz-trade cards testing if the equations are parallel.
* They will complete an exit slip. (Slide 13)

**Part IV**

**Higher Order Questions I will ask in this lesson (write them out):**

* What makes these lines parallel?
* What determines the steepness of a line, how much it goes up or down?
* What is necessary for two lines to never intersect?

**Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 02/24/12 |

**Part I**

|  |  |
| --- | --- |
| **Unit:** | Linear Functions – Perpendicular Lines |
| **Benchmark:** | MA.912.A.3.7 - Moderate, MA.912.A.3.10 - Moderate, MA.912.A.3.8 - Moderate |
| **Literacy Benchmark:** | LA.910.1.61 Use new vocabulary that is introduced and taught directly. |
| **Objective(s):****In student-friendly language** | Students will be able to:* Recognize what makes lines perpendicular.
* Write equations of perpendicular lines
 |
| **Essential Question:** | Why do we need to know different forms of equations of lines? |
| **Materials/Resources:** | Calculators, Smart Board |
| **Assessments:****Formative/Summative** | Formative: Observations and DiscussionsSummative: Student Homework |
| **Key Vocabulary** | Perpendicular lines |
| **Homework** | 4-4 Practice WS # 11 -20 choose 5  |

**Part II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **High-Yield Strategies:**Check all that apply | **Marzano:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Identifiying Similarities and Differences |  | Summarizing |  | Nonlinguistic Representation |
| x | Generating/Testing Hypotheses |  | Advance Organizer |  | Outlining/Webbing/Multi-Column Notemaking |

**Kagan Structures:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | RallyCoach |  | RallyRobin |  | RoundRobin |
|  | Stand-Up Hand-Up Pair-Up |  | Quiz-Quiz Trade | x | Other: Numbered Heads Together |

**CRISS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Think-Pair Share |  | KWL |  | Jigsaw |
|  | Frayer Model |  | Anticipation Guide |  | Other: |

 |
| **Challenge Level (Bloom):**Check all that apply**Depth of Knowledge****(Webb):**Check all that apply |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Recall | x | Comprehension | x | Application |
| x | Analysis |  | Synthesis |  | Evaluation |

|  |  |  |  |
| --- | --- | --- | --- |
| x | Level 1 (Recall) | x | Level 2 (Skill/Concept) |
| x | Level 3 (Strategic Thinking) |  | Level 4 (Extended Thinking) |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Differentiation:**Check all that apply |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| x | Content | x | Process |  | Product | x | Learning Environment |

 |

**Part III**

**Write Lesson Plan Here (Follow Phases of the Gradual Release Model)**

* I will review homework.
* We will discuss the pictures of sports equipment. (Slide 15)
* I will write equations of graphed lines. (Slide 16)
* We will write equations of graphed lines. (Slide 16)
* They will make a generalization about the equations of the graphed lines. (Slide 16)
* They will write the equation of a line that is perpendicular and check that their generalization holds. (Slide 17)
* They will formally state their rule for perpendicular lines. (Slide 18)
* They will, in groups decide which lines are perpendicular and then check their friends. (Slide 19)
* We will write the equation of a line perpendicular to the given line. (Slide 20)
* They will complete an exit slip. (Slide 21)

**Part IV**

**Higher Order Questions I will ask in this lesson (write them out):**

* What makes these lines perpendicular?
* What determines the steepness of a line, how much it goes up or down?
* What is necessary for two lines to intersect?