**Lesson Plan**

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| **Teacher Name:** Heather McNeill | **Course:** Algebra 1 Standard | **Date:** 03/15/12 |

**Part I**

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| **Unit:** | Solving Systems of Equations – Elimination Method |
| **Benchmark:** | MA.912.A.3.14, MA.912.A.3.15 |
| **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:   * Solve systems of equations using the Elimination method. * Write and solve a system of equations from a word problem. |
| **Essential Question:** | When would we have multiple factors to consider? |
| **Materials/Resources:** | Smartboard, Student worksheets, calculators |
| **Assessments:**  **Formative/Summative** | Formative: Class discussions, Classwork  Summative: Student Homework |
| **Key Vocabulary** | Elimination |
| **Homework** | Textbook; Section 6-3 # 2, 5, 7 – 10. |

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

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| **Differentiation:**  Check all that apply | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | x | Content | x | Process | x | 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.**

* We will discuss the engagement.
* I will explain how to solve systems using addition.
* We will solve a system using addition.
* They will take notes on how to solve systems using elimination by addition.
* They will solve a system in their teams.
* They will solve a system on their own.
* We will discuss the tidal wave word problem and solve the system.
* They will solve systems in their teams using Rally Robin.

**Part IV**

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

* What does the plus sign in front mean? How does it relate to the entire equation?

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**Part I**

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| **Unit:** | Solving Systems of Equations – Elimination Method |
| **Benchmark:** | MA.912.A.3.14 |
| **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:   * Solve systems of equations using the Elimination method. * Write and solve a system of equations from math sentences. |
| **Essential Question:** | When would we have multiple factors to consider? |
| **Materials/Resources:** | Smartboard, Student worksheets, calculators |
| **Assessments:**  **Formative/Summative** | Formative: Class discussions, Classwork  Summative: Student Homework |
| **Key Vocabulary** | Elimination |
| **Homework** | Textbook; Section 6-3 # 11 – 14, 24. |

**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 |  | 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) | |  | Level 3 (Strategic Thinking) |  | Level 4 (Extended Thinking) | |

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| **Differentiation:**  Check all that apply | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | x | Content | x | Process | x | 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.**

* We will discuss the engagement.
* I will explain how to solve systems using subtraction.
* We will solve a system using subtraction.
* They will take notes on how to solve systems using elimination by subtraction.
* They will solve a system in their teams.
* They will solve a system on their own.
* We will discuss the word problem and solve the system.
* They will solve systems in their classwork assignment.

**Part IV**

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

* What does the subtraction sign in front mean? How does it relate to the entire equation?