***Tracy L. Slate Sallisaw High School Pre-Algebra Lesson Plans April 8-12, 2013***

***7th Period***

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| ***Date*** | ***Bell Ringer***  ***QP-Quick Poll***  ***QW-Quick Write*** | ***Objectives*** | ***Instruction*** | ***Method/Assessment*** | ***Closure*** | ***PASS Skills***  ***Common Core*** | ***Assignment*** | ***Modification/***  ***Remediation*** |
| ***Monday*** | QP: which group do you think has the fastest car? | Students compete to create the fastest balloon bottle car. | Teacher monitors the race as students assess which car is the fastest. | Observation  Oral/Written Work  Lecture/Discussion  Model With Examples  Participation  Independent Practice  x Projects/activity  Remediation  Exam/Quiz | What would you do differently if you had a do-over? | A1 PASS Skills:    1.1c  Common Core:  N.Q.1, | Race the balloon cars.  Packets due…  15 points | Hands-on activity helps students discover properties of speed versus mass. |
| ***Tuesday*** | QP: If I had a 10 ft. rope and wanted to make it shorter, how many knots could I tie to shorten it? | Students discover properties of rate-of-change. | Teacher introduces the knot-tying activity and monitors student progress.  Day 1 | Observation  Oral/Written Work  Lecture/Discussion  Model With Examples  Participation  Independent Practice  x Projects/activity  Remediation  Exam/Quiz | Teacher answers questions about activity. | A1 PASS Skills:    2.2c  Common Core:  F.LE.1b  F.IF.7 | Knot tying activity. | Hands-on activity helps students discover properties of rate-of-change. |
| ***Wednesday*** | QP: What have you learned so far from this activity? | Students discover properties of rate-of-change. | Teacher reviews the knot-tying activity and monitors student progress.  Day 2 | Observation  Oral/Written Work  Lecture/Discussion  Model With Examples  Participation  Independent Practice  x Projects/activity  Remediation  Exam/Quiz | What have you learned and what do you still need to know? | A1 PASS Skills:    2.2c  Common Core:  F.LE.1b  F.IF.7 | Knot tying activity.  …10 points | Hands-on activity helps students discover properties of rate-of-change. |
| ***Thursday*** | QP: what is your favorite school-appropriate tongue-twister? | Students discover properties of rate-of-change. | Teacher introduces the tongue-twister activity and monitors student progress. | Observation  Oral/Written Work  Lecture/Discussion  Model With Examples  Participation  Independent Practice  x Projects/activity  Remediation  Exam/Quiz | What have you learned and what do you still need to know? | A1 PASS Skills:    2.2c  Common Core:  F.LE.1b  F.IF.7 | Tongue-twister activity  …10 points | Hands-on activity helps students discover properties of rate-of-change. |
| ***Friday*** | QP: who do you think is the oldest person in the class? | Students discover properties of lines of best fit. | Teacher introduces age activity and monitors progress. | Observation  Oral/Written Work  Lecture/Discussion  Model With Examples  Participation  Independent Practice  x Projects/activity  Remediation  Exam/Quiz | Students give thumbs up, down, or ehhh? about activity. | A1 PASS Skills:    2.2c, 3.2  Common Core:  F.LE.1b  F.IF.7  S.ID.6 | Guess the age activity | Hands-on activity helps students discover properties of lines of best fit. |