

Workshop Model Lesson Plan

Teacher: Tracey Shaw

Subject: Algebra 2H (95 minute block)

Learning Target(s):

1-4a: I can solve quadratic equations by factoring, extracting square roots, completing the square, using the quadratic formula, and using a graphing calculator.

1-4c: I can find and interpret the x-intercepts, y-intercept, and vertex (maximum or minimum) for a quadratic equation to solve real-life problems.

Workshop	What is the teacher doing?	What are the students doing?
Opening 20 Mins	Homework: Taking attendance. Conferring with students. Assigning 3 people to share thinking on the highest needs problems based on the tally marks. Recording presentation scores with rubric.	Homework: <u>Discussing</u> questions with their group. <u>Posting HW ?'s they're stuck on in</u> the "HW Help Bank." <u>Sharing thinking.</u>
#4 10 Mins	Construction Problem: Recording predictions and math ideas, pushing kids background knowledge and application of the math to the situation, etc.	Construction Problem: <u>Thinking then discussing predictions with their partner.</u> <u>Sharing thinking on the math.</u>
Mini lesson 5 Mins	Note Sheet: "Need to know x-intercepts so let $y = 0$ to solve." Set purpose for the day. Looking at student's papers, listening, and recording. Quick reminders about familiar methods. <u>Ask 2 students to verbally share their "I notice..."</u>	Note Sheet: Think-pair-share ~ Examining the structure of the problems. Recording an "I notice..." and an "I wonder..." Attempting to solve the problems that require a familiar method.
Work time 15 Mins	Listening and conferring. Looking for students with the familiar problems done. <u>Asking them if they'll share their thinking when we come back together. (+ quotes -)</u> Facilitating and providing additional things to consider/remember.	Completing problems using methods they're familiar with (factoring, quadratic formula, and graphing calculator). Sharing thinking under doc camera.
Catch / Mini lesson 15 Mins	Think aloud: Extracting the root for #3. ("Notice how there is no bx term.") <u>Find a student to share #4</u> Think aloud: Completing the square for #5. <u>Find a student to share #6.</u>	Recording my work then writing the steps I took in words. Try #4 independently. Turn and Talk. Try #6 independently. Turn and Talk.
Work-Time 15 Mins	Listening, conferring, and recording. (+ quotes -)	Continue working problems on the note sheet. Revisit the construction problem.
Debriefing 15 Mins	<u>Randomly choose a student to present #12.</u> Facilitate discussion of predictions. Support connections, push kids to consider different methods and when to use, method they like the best, etc. Share data from the (+ quotes -) document.	Student shares #12. Reflect on predictions. Synthesize LTs 4-1a and 4-1c. One students share under doc camera. Complete exit slip.

Workshop Model Lesson Plan

Teacher:

Subject/Grade:

Date Teaching:

Learning Target(s):

#1 Learning Target
 Goal: Talk as little as possible $\frac{2}{3}$ students $\frac{1}{3}$ teacher

Workshop	What is the teacher doing?	What are the students doing?
Opening	How can I hook them? #4 How can I hook them? math to math → Connections? math to world → Access background knowledge? * use open ended/entry points	Build the need to know?
Mini lesson	#3 What can I give them to help them with work time? (In a short time!) * MAX 15min	
Work time	#2 What will the students be doing? <u>second</u>	Do this <u>first</u>
Catch	#3 what additional piece or larger can I give them here? (instead of the 1st mini lesson)	
Debriefing	#5 How can I get them to hold their thinking for future use? → they are able to <u>keep</u> it. How can I make connections? Deeper understanding?	