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| **Lesson Topic:** |
| **MPOs Addressed in this Lesson**: |
| **Total Time:** |
| **Materials:** |
| **Essential Question(s):** |
| **Activating Strategy**: (How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)  Total Time: |
| **Teaching Plan**: (Step-by-step instruction that will lead students to being able to answer the formative assessments prompts. Each chunk should end with some sort of formative assessment).  Chunk 1: Total Time:  1.  2.  3.  Formative Assessment for chunk 1:  --------------------------------------------------------------------------------------------------------------------  Chunk 2: Total Time:  1.  2.  3.  Formative Assessment for Chunk 2:  --------------------------------------------------------------------------------------------------------------------------  Chunk 3: Total Time:  1.  2.  Formative Assessment for Chunk 3: |
| **Summarizing Strategy:** (How will students summarize the lesson? Ex: 3-2-1, exit ticket, writing.)  Total Time: |
| **Assignment:** (What summative assessment/assignment will students complete to reinforce their understanding?) |

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| **Lesson Topic: Systems of Equations** |
| **MPOs Addressed in this Lesson**: Solve application problems involving systems of linear equations and inequalities. |
| **Total Time: 2 hours** |
| **Lesson Essential Question (s)**:  How can systems of equations be solved in order to be applied to application problems?  What kinds of solutions exist with systems?  How is substitution and elimination used to solve a system of equations? |
| **Activating Strategy**: 5 min (How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)  Recall that all of the points on a line of a graph represent a solution of the equation that the line represents. So, if there is a system made up of TWO equations (and therefore two lines), where do you think the solution will be located? Students think on their own for 2 minutes and work with a partner for 2 minutes before sharing. |
| **Teaching Plan** (Step-by-step instruction that will lead students to being able to answer the formative assessments prompts. Each chunk should end with some sort of formative assessment  Chunk 1: Total Time: 10 min  1. Share with students the three possibilities on how two lines can behave (intersect once, never, or everywhere)  2. Discuss the terms associated with these scenarios and share graphs– independent, dependent, inconsistent, consistent)  Formative Assessment for Chunk 1: Fold your paper into thirds. In each third, share the possibility for how two lines can intersect with a picture and also use the terms defined.  -------------------------------------------------------------------------------------------------------------  Chunk 2: Total Time: 45 min  1. Go over several examples of substitution with one solution.  2. Discuss steps: Solve one equation for one variable. Plug this back into the other equation. Isolate the variable. Solve for the second variable by plugging in.  3. Go over one example of no solution and one example of infinitely many solutions.  Formative Assessment for Chunk 2: Students will use Plickers to practice solving systems with substitution. 4 problems will be completed.  ---------------------------------------------------------------------------------------------------------------  Chunk 3: 30 min  1. Go over steps for Elimination Method  2. Go over 3 examples using Elimination  Formative Assessment for Chunk 3: Students will use Plickers to practice solving systems with elimination. 2 problems will be completed.  -------------------------------------------------------------------------------------------------------------  Chunk 4: 15 min  1. Go over theater ticket application problem.  2. Go over Apple and Hershey stock application problem.  Formative Assessment for Chunk 4: 1’s summarize for 2’s how to solve theater problem and 2’s summarize for 1’s how to solve Apple and Hershey stock problem. |
| **Summarizing Strategy:** 12 min (How will students summarize the lesson? Ex: 3-2-1, exit ticket, writing.)  Students will be given an exit ticket. Students will have to determine which method to use to solve the system, state why they picked that strategy, and state what KIND of solution it is. |
| **Assignment:** My Labs Plus |