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ED 331

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Lesson Plan Using Formative Assessment

1. Standards:

A1.2.8 Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable. Justify steps in the solution.

A3.3.3 Convert quadratic functions from standard to vertex form by completing the square.

2. Behavioral Objective:

Given a table or situation, the learner will be able to write a quadratic function in standard form with 100% accuracy.

3. Anticipatory Set:

As students walk into the classroom the teacher is playing angry birds and is projected so all students can watch. After a few minutes of playing the game, ask the students to write down how they think the game is relevant to quadratic functions.

4. Objective/Purpose:

“So we are going to learn how to write a quadratic function into standard form when you are given a table or situation. First, we will practice with a step-by-step explanation and then we will practice what we learned by ourselves. Writing quadratic functions into standard form is a great way to exercise our brains in a problem solving way! Now lets have some fun doing math!!! ”

5. Input:

A. Task Analysis

- i. Start with the anticipatory set.
- ii. State the purpose for the lesson.
- iii. As a class, watch teacher and take notes on the explanation on the examples provided.
- iv. Each student will turn to their partner and summarize the steps they saw the teacher provide. This would also be a

good time for students to ask any questions they may have. As the teacher, make sure you hear the students saying the steps correctly.

- v. Next we will split the class into groups of 3 or 4 and each group will use the formative assessment circular check, while the teacher is walking around and overseeing the groups and asking any questions that might arise.
- vi. Come together as a class and give each student one problem to do on their own.
- vii. The students will then do Am I a “10”? and give it to the teacher as an exit pass.

B. Thinking Levels

1. Comprehension – Understand the step of writing a quadratic function into standard form.

2. Application – Applying the steps of writing a quadratic function into standard form.

3. Analysis – Break down other students steps and make sure their group is correctly answering the questions and doing the steps.

4. Evaluation – Judge their selves on a 1 to 10 scale for their exit pass with the Am I a “10”?.

C. Learning Styles

1. Visual: Students will see the steps.

D. Methods and Materials:

1. Following a step-by-step explanation.

2. Computer, projector, problems, paper, pencils.

6. Checking for Understanding/ Guided Practice:

- a) Modeled first
- b) Summarize steps
- c) Circular Check
- d) Am I a “10”? exit pass
- e) While watching students practice, observe their progress and answer any questions they may have.

7. Closure:

- a) For an exit pass have students use the formative assessment Am I a “10”?.
- b) If students want extra practice provide more examples and have student do them for homework.

- c) If any students are not satisfied with their performance, have them come see you one-on-one during lunch or before/after school and find a different way to explain the material.