

Lesson 05 Instructional Activity Plan Template

Step 1: What do you plan to teach? What materials will your students and you need?

Instructional Activity's Learning Objective:

By the end of the lesson, students will be able to:

- **Achieve mastery level on the subsequent test on circles and ellipses!**

Materials Needed:

**OneNote/Powerpoint/Computer
Lesson Notes/Assignment
Whiteboard**

Step 2: How will you **introduce** what you plan to teach? How will you gain attention and interest? How will you make the objective relevant and meaningful? How will you build the necessary background knowledge for the activity's learning objective? How will you "Teach with the Brain AND Student in Mind?"

0. **A warm-up activity done on entry to the class will be completed prior to the lesson.**
1. **HOOK** Today's hook will be "Why does math matter." Using the recent gaffe on major network TV involving simple division, we'll encourage the students to be aware enough to know when something's off.

This will be teaching with the student and brain in mind to break the ice and lighten the mood from the start. While this may be a bit of a stretch in terms of immediate relevance, the fact that a billion dollar broadcast network with hundreds of employees could fail to catch such an embarrassing error will at least be amusing.

Step 3: How will you **teach** the activity's objective? How will you model? What other techniques will you use to engage the learners? How will you provide guided practice of your objective? How will you "Teach with the Brain AND Student in Mind?"

2. **INPUT** The warm-up activity will be reviewed (**MODEL**) interactively to prepare students for the primary objective of today, to review the

topics covered on conic sections to this point, specifically, circles and ellipses.

3. The primary **INPUT**, will be the “What’s Missing?” game, originally planned for covering ellipses but expanded to include circles and a final review section. This will be **GUIDED PRACTICE** as the students, individually and collectively, complete the game. The last section of the game will be a more traditional **INDEPENDENT PRACTICE** on tougher examples.

Again teaching with the student and the brain in mind. We are focusing attention on the key concepts and practices necessary to succeed on the test, and doing so in a novel way.

4. Following the game, we will point toward the upcoming test with more direct **INPUT** on the key elements of the test topics. There will initially be **GUIDED PRACTICE** to highlight potential areas for improvement, followed by **INDEPENDENT PRACTICE** on relevant examples.

Here we are teaching with the student and the brain in mind, seeking to address potential concerns/fears, and placing useful tips and reminders in their minds for quick recall later in the class.

Step 4: How will you **close** or end the activity? How will you review the activity’s objective? How will you encourage reflection and feedback? How will you “Teach with the Brain AND Student in Mind?”

5. To **CLOSE** the activity, I will simply recap the key objectives we covered today, note any observed “gotchas,” and then hand out the test that covers this topic. We will proctor the test from that point.

Hopefully the game approach and final review will make the information delivered “sticky” enough to help the students do well on the test.