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|  | **Instructional Support**  *What tools or resources will students have to use in their work that will give them entry to, and help them reason through, the activity?* |  |
| **Task**  *What is the main activity that students will be working on in this lesson?* | Students will bring their textbook, which provides examples of their “type” of problem. Students will also have internet access which to search for other mathematical resources. Students also have the resource of each other – they can collaborate and reason through the assignment together. Students will also have access to a word processor, power point software, and poster materials. | **Learning Goals (Residue)**  *What understandings will students take away from this activity?* |
| Students will be completing a group project that focuses on converting story problems into algebraic expressions. Each group will be required to research one of five “types” of questions and create a presentation of their type of question. Students will be required to create a worksheet for their peers, present their problem to the class, and have a works cited page for any resources they use. Students will also create a list of key words as a class to look for in story problems and their mathematical meaning. | Student should be able to read story problems and write algebraic expressions that correspond to their meaning. I want students to focus on the vocabulary used in story problems and connect the words to the corresponding mathematical operation. |
| *What questions might you ask students that will support their exploration of the activity and* ***bridge*** *between* ***what they did*** *and* ***what you want them to learn*** *(the two green boxes)?*  To be clear on what students actually did, begin by asking a set of assessing questions such as: What did you do? How did you get that? What does this mean? Once you have a clearer sense of what the student understands, move on to appropriate set of questions below. |
| *What are the various ways that students might complete the activity?* | * When looking at the problems, what key words helped you write the equation? * Did the order of the words matter? * Can you think of another way to write this story problem? * How will you help your classmates make sense of this story problem? * What makes your worksheet problems similar? * What do all of these problems have in common? | **Evidence**  *What will students say, do, produce, etc. that will provide evidence of their understandings*? |
| Students may create a video, power point, poster, or formal presentation for the class. Students will most likely create their worksheets via word processor | Students will be able to present their subject knowledgably, as well as successfully complete the worksheets of the other groups who present. The class will also be able to generate a large list of words and their mathematical meaning. This poster will be kept hung up on the wall in class. |