

Subject	Algebra 2	Date	10/24/2016
		Hour	3 rd and 5 th
Unit	System of Equations	Topic: Quiz Review	
Goals <i>What should learners know and be able to do by the end of the lesson?</i>	Students will be able to: Write and solve systems of equations		
	Standards: CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.REI.C.5		
<u>Summary of Task</u>			
<p>As soon as the bell rings, students will start the hour by completing their bellwork for the day. They will have about 10 minutes to complete the problem on their own. After this time, I will have multiple students come to the board to explain how to do the problem. After bellwork, we will spend about 10 to 15 minutes going over homework from the previous day. I make sure to give students the answers to all the problems and then go over a few problems in depth. When there are no more questions, we move into the activity for the day.</p> <p>Students will be able to choose their groups. They must be in groups of 4 max (if a student wishes to work individually, they may, but I will only offer that if it is requested). They will be given one question per group (each group will have a different question). They will have to work as a group to solve each question. They earn 10 points per correct answer. If they ask me for help, I subtract a point per question asked. This will encourage them to work together and ask their group for help. When the group has an answer, one person from the group will tell me the question number and the letter answer that corresponds to it. If correct, I will tell them yes and they will receive another problem. If I say no, they will return to their group to fix the error. If the group is stuck on a particular problem, they can switch it for a different problem. The first three groups to finish first will earn extra credit which will be added to their homework.</p>			
<u>Anticipated Misconceptions</u>		<u>Questions for Anticipated Misconceptions</u>	
<ul style="list-style-type: none"> • How to write some of the story problem • What power of 10 to multiply an equation with decimals 		<ul style="list-style-type: none"> • “What place value is the last number after the decimal in?” • Break down each part of the problem. “How do we write _____? What does _____ mean?” 	
Connections	Connections to Previous Lessons	Questions for Deeper Understandings	
	<ul style="list-style-type: none"> • Solving systems by elimination • Solving systems by substitution • Writing system of equations 	<ul style="list-style-type: none"> • How does your answer make sense in the context of the problem? • What does your answer mean? • Does your answer make sense in the context of your question? 	