

Glynn County Daily Lesson Plan for MS HS Instruction

Teacher : Moran	
Course/ Subject: Algebra 1	
Date of Instruction:	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>MGSE9-12.N.Q.1 Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems: a. Identify, use, and record appropriate units of measure within context, within data displays, and on graphs; b. Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);</p> <p>Learning Target: Students will convert units and rates using dimensional analysis within the customary and metric system.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • recall basic conversions • Create the right dimensional analysis using the correct ratios <p>Introduction/Connection: Pirate Prep;ask students to give different types of measurement; decide what is metric and customary</p> <p>DIRECT INSTRUCTION: fill out the guided notes</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE: create basic customary and metric conversion; set up conversion using ratios</p> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: students practice conversions with both metric and customary system</p>
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/CHECK FOR UNDERSTANDING: Convert 3 problems</p>