

Name: Lexi Burrow	Grade Level: 7 th Grade
Topic/Central Focus Go-To Lesson/Flippity	Subject: Algebra 1
	Time Frame: 50 minutes

Standard(s) to be met in the lesson: MA 7.1.2 – Students will compute with rational numbers accurately MA 7.3.2 – Students will determine location, orientation, and relationships on the coordinate plane 7.3.3 – Students will perform and compare measurements and apply formulas	
Learning Objective: The student will be able to find the slope of a line. TSWBAT identify different equations. TSWBAT graph points, lines, and inequalities on a coordinate plane. TSWBAT pull information from a word problem to find the answer. TSWBAT answer questions using their knowledge of triangles.	Assessment Tool(s) and Procedures: Checklist – keep track of how many and what questions students get right/wrong Quick Summaries – have students explain how they got their answer

Key Vocabulary: *Everything pulls from prior knowledge/skills* Slope: equation for slope, 4 types, finding the slope from an equation, perpendicular/parallel Equations: point-slope, volume of a cube, Pythagorean theorem, quadratic formula, heron's formula Word Problems: proportions/cross-multiplying, solving 2 equations through substitution, percent, $D=rt$ Graphing: Quadrants, independent/dependent variables, inequalities, parabola, circles Triangles: interior angles, scalene, isosceles, equilateral, similar, right triangle	
Materials: Laptop or tablet – only one needed for teacher to hook up to a projector Projector & white/smart board	Technology: Google Sheets – Flippity For editing: https://docs.google.com/spreadsheets/d/1qImYynj1dEyxJwp89LouMzAki6aEU-tbJXy_bAHLp9w/edit?usp=sharing For class use: http://www.flippity.net/qs.asp?k=1qImYynj1dEyxJwp89LouMzAki6aEU-tbJXy_bAHLp9w

Differentiating Instruction

High-achieving students: Have them lead the activity, work with struggling students, be "team captains" to help make sure the same students aren't answering every question; make their own Flippity

Low-achieving/struggling students: give them the option to use their notes for the activity; have each student write down what they want to go over before starting, and fill the "Random" column with these questions.

Procedure with time allotments:

1. Introduce activity (5 minutes)
 - Have students write down anything they want to spend extra time reviewing; turn this in
 - Explain how activity works – teams take turns picking questions and answering them for points. The team with the most points at the end gets some kind of "prize"
 - Everyone is expected to try and solve/answer because if the first team doesn't answer correctly, another team can "steal" the question.
 - Split them into groups of mixed ability (how many teams depends on how many students there are)
2. Do the activity (rest of class period/30-45 minutes)
 - Monitor for overall understanding; keep a checklist of frequently missed questions, who is and isn't answering or doing the work
 - After each question, have someone quickly explain how they got their answer or show their work on the board (if applicable), to again check for understanding, but also so students who didn't get it right on their own can figure out where they went wrong.
3. ***If there is time at the end of class, have students come up with questions and correct answers as a group that can be turned in and used next time.