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| **Name:** | **David Young** | | | **Subject:** | **Linear Systems and Statistics** | | | **Week of:** | **August 19, 2013** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | Students will develop class norms and expectations. | Students will use matrices to organize data.[ LSM.1.LSS.1/ N.VM.6] | | | Students will use matrices to organize data. [ LSM.1.LSS.1/ N.VM.6] | Students will generate a definition for scalar multiplication of matrices and apply scalar multiplication to geometric figures to produce dilations. [ LSM.1.LSS.2/ N.VM.7] | | | Students will generate a definition for matrix addition and subtraction, and apply matrix addition and subtraction to geometric figures to produce translations.[ LSM.1.LSS.2/ N.VM.7] |
| **Anticipatory**  **Set/Opening** | | 3 Truths and a Lie | Review the class norms and expectations that were developed in class the previous day. | | | Students share organizational methods use in approaching the problem they worked yesterday (choose students to share based on observations and exit slips) | Students will examine two geometric figures (dilations) and determine their relationship. | | | Students will examine two geometric figures and determine their relationships (translations). |
| **Learning**  **Activities** | | Student Survey (include email addresses for students and parents)  Answer the question: What type of learning environment helps you to be a successful student?  - Use answers to lead into discussion of norms and expectations for class | Word Problem Worksheet 1 (students can work with a partner on this) | | | Look at Word Problem Worksheet 1 with matrices  - What is a matrix and how does it help with the organization of this data?  Demonstrate entering matrices in the calculator and allow students to complete problem with matrices  - Use demographic data from class to create matrices (male/female, grade levels, SLC, etc.)  - Develop use of matrix vocabulary through discussion of student matrices: Dimensions, entries/elements, row, columns, etc. | Use Geometric Figures from the Opening problem and the last question from Word Problem Worksheet 1 to begin a discussion of scalar multiplication of matrices  Students will work with a partner to write a definition of scalar multiplication in their own words - then share with another group and the class | | | Use Geometric Figures from the Opening problem and the total sold questions from the Word Problem Worksheet 1 to begin a discussion of addition and subtraction of matrices  Students will work with a partner to write a definition of addition and subtraction of matrices in their own words - then share with another group and the class |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | Students will turn in 3 Truths about themselves, the survey answers, and at least one statement that reflects an understanding of norms/expectations for a successful class | Exit Slip: What strategies did you find helpful when working these problems? | | | Observation of students working practice problems | Navigator Quiz on scalar multiplication, organizing data, and matrices terminology | | | Homework Assignment (Worksheet) |