

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by James J. McNara, Principal, Maquilogistics, Inc.

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| Mayra Silva | Algebra II/Review of Symbolic Manipulation | June 4-21, 2007 |
| Teacher's Name | Course/Subject | Date(s)/Time |

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| Content | Objective(s) | Career Concentration(s) |
| | The student will solve algebraic exercises in flash cards at a minimum speed of ten cards every five minutes with an 80% or more accuracy. | <input type="checkbox"/> Agricultural Science <input type="checkbox"/> Art, Communications & Media <input type="checkbox"/> Business & Marketing <input type="checkbox"/> Health Science Technology <input type="checkbox"/> Human Dev., Management & Services <input checked="" type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Personal and Protective Services |
| | TEKS Reference: A.4A TSW find specific function values, simplify polynomials, and solve equations. | |
| | TEKS Reference: A.4B TSW use the commutative, associative, and distributive property to simplify expressions. | |
| | TEKS Reference: A.7B TSW solve linear equations and inequalities. | |
| | TEKS Reference: A.11A TSW simplify expressions with exponents. | |
| TAKS Reference: OBJECTIVES 2, 4, & 5 | | |

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| Process | Focus/Anticipatory Set | Bloom's Taxonomy in Lesson | Multiple Intelligences | SCANS | | | | | | | |
| | TTW: Call on specific students and tell them that she will interview them for an entry level position at a maquiladora industry type of job. She will then give each a company form with quantities and ask them to give her an estimate of the sum of a specific column. The prospective employee that is more rapid and accurate has a better chance of getting the job. | <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Application | <input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spatial | Foundation | | A | B | C | D | E | F |
| | | | | | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Relevance/Connection to Workplace | If you are working for the maquiladora industry you have to be able to think on the spot and be able to accurately and swiftly check that quantities, such as cargo units and monies, make sense. | <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation | Competencies | | A | B | C | D | E | F |
| 1 | | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Instructional Methodology (Activities) | | Instructional Material(s) | | | | | | | | | |
| <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Teacher Modeling <input type="checkbox"/> Media Presentation <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input type="checkbox"/> Question/Answer <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice | | Examples of Exercises, Flash Cards | | | | | | | | | |
| Detail(s) of Instructional Methodology (Activities) | | Materials/Resources | | | | | | | | | |
| 1. Solve examples of algebraic exercises on board to activate prior knowledge. 2. Assign ten problems for students to work independently and verify that students are being successful. 3. After given directions to flash card game, have students pair up with a peer to practice flash cards for 20 minutes. (Students will get thirty cards to use. Each student will have ten minutes to complete as many cards as they can correctly. The other student will keep track of results.) | | Timer, Computer, Eike Projector | | | | | | | | | |
| Use of Technology | | Project flash cards from computer. | | | | | | | | | |

Accommodations

Give students more exercises if they are not being successful during independent practice. Allow more time during paired up activity. Modify cards if level is not appropriate. Refer to individual IEPs for special education students.

Assessment

- Teacher Evaluation Peer/Self Evaluation
 Employer Evaluation Written/Oral Presentation
 Test/Quiz Others; _____

Bloom's Taxonomy in Assessment

- Knowledge Analysis
 Comprehension Synthesis
 Application Evaluation

Reteach Activity/Homework

1. Use algebra tiles to model solving exercises and lower the level of flash cards. Allow for 5-10 minutes of practice 2-3 times a week. Increase level as students get better.
2. For homework have students create their own set of 15-20 cards similar to the ones used in class so that they can do a daily drill during the last five minutes of class with a peer.

Lesson Closure

Emphasize that they will be competing for jobs not only with their classmates but with people all around the world. During the last 5-10 minutes of class, group students into four groups and have them line up. Project flash cards on board and play game as a class. The student stays in front of the line until they get a card correct. THE CHALLENGE IS ON!

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