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| **Course:** | **Date:** |
| **Course Objective/Big Picture:** Problem-solving tutorial, Mathematic equations |
| **Lesson/Module Outcome:** |
| **Instructional Phase(s):**☐ Introduction☐ Presentation of Content☐ Practice☐ Applicationother:  |  | **What students already know/have done:** |
| **Formative Assessment & Feedback:** |
| **Announcements:** |
| **Introduction/Warm-up:**  |
| **Time** | **Lesson Activity** | **S/T focus?** | **Notes** |
| 10 mins | Work through a problem on the board or screen. As you do this, talk through each step and decision you make to solve the problem.  | Teacherfocus | Whole class  |
| 15-30 mins | Work through another similar problem, but this time, at each decision point of the problem, ask the students to identify the next step and share their rationale. If students do not know, you could give them a choice, for example “Do we subtract or add X?”  or ask a yes/no question: Do we subtract X?   Tip: If you notice students need a little more help and guidance, do another problem as a class before moving on to the next step.  | Teacher focus, participatory | Whole class |
| 15-30 mins | Provide students with one or two similar problems and allow them to work in pairs or groups of three to solve the problems.  Before giving them any more problems, review the problems as a class.    | Student focus | Groups of 2-3 students. Circulate and check in on students as they are working on the problems and provide guidance as necessary.  |
| Remaining time | Provide students with similar problems that they can work on in class and for homework.   Walk through the solutions as a group for the first solution after you have provided enough time.  Circulate and check in on students as they are working on these and provide individual guidance as necessary.  | Student focus | Individual students |
| **Closing Activity:** |
| **Homework:** Additional problems  |
| **Notes:** Need to prepare 5-10 problems with solutions.  |