Timed Agenda- LAP 1 Day 1

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36-10:45 | * Enter room * Sit in new seats * Answer starter in notebook * Share starters | * Display new seating chart on Elmo (they will be seated with their expert jigsaw groups) * Put starter on the board: What are some things that good teachers do? * Call on student volunteers to share answers | Over the next few days, students will be preparing for and participating in a jigsaw that will require them to teach their classmates an exponent rule. This starter is a good starting point for us to discuss how students can be good teachers during the jigsaw, and I think they are more apt to take their own advice over mine. |
| 10:45-10:50 | * Read instructions silently to themselves | * Tell students that we’re talking about this because they are going to be doing a project in which they have to teach their classmates an exponent rule. * Hand out “You Be the Teacher” instructions, planner, and rubric (one per group). * Ask students to take three minutes to read the instructions silently to themselves. | Students will get to do a first read of the instructions to begin to familiarize themselves with the project. |
| 10:50-11:02 | * Volunteer to read aloud the materials * Ask questions | * Ask for student volunteers to read the instructions   + Make clarifying comments as we read through   + Take a few preliminary questions but tell them that it will become clearer as we read through the rest of the materials * Ask for student volunteers to read the rubric   + Same considerations as above | Students often need to read over something more than once to fully comprehend it, so the class will read the instructions for a second time together to ensure clarity.  By reviewing the rubric with the class, I can ensure that students know and understand the expectations to which they will be held throughout the project. This will hopefully help them reach those expectations. |
| 11:02 – 11:15 | * Look through my LAP example and the teacher lesson planner as a class * Ask questions | * Assure students that I have created a planner to walk them through this entire process. Tell them that we’ll look at it together in a minute, but first I want to show them what my own formal lesson plans look like. * Display my LAP from my second round on the Elmo. Don’t go over everything in depth, just summarize the different categories/considerations and show them what a timed agenda looks like. * Tell them that I’ve made a shorter version of this for them. Go over the different parts of their teacher lesson planner. * Explain to them that if they’re in a pair, each person will be presenting by themselves to their jigsaw group, but they will plan their lesson together (i.e. each partner will be presenting the same lesson, just to a different group). For the group of three, Fernando and Edward will present together and Luis will present alone. For the group of four, Fabio and Ricky will present together and Gen and Xavier will present together. * Answer any questions they have | By showing my students my own LAP and explaining the similarities between it and the lesson planner they will complete, I am giving credibility to the project because I am making it clear that the project reflects what real teachers actually do. In addition, my LAP will serve as a model for them. |
| 11:15-11:28 | * Work on “What’s my Rule?” worksheet with group * Turn in all materials at end of period | * Hand out “What’s the Rule?” worksheets to each group (one per person) * Tell them that they need to finish that sheet first and then they can go on to the lesson planning. The sheet will provide the basis of the content for their lesson. * Give them the rest of the period to work on it * Collect all materials at end of period | The “What’s the Rule?” worksheet is the foundation from which they must base their entire lesson, so it is important that they get a chance to start working on it right away. |