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| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 7 minutes | * Enter the room and take their seats
* Answer starter
* Share starters
 | * Greet students
* Hand out starter paper
* Read starter aloud: What do you have to keep balanced in your life? Compare that to your family member’s response
* Hand back worksheets
* Ask for volunteers to share starters
 | * This starter gets students thinking about the idea of balance in terms of their own lives, outside of just the math classroom
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| 10 minutes | * Listen to the instructions
* Read aloud rubric
* Ask any questions they have about the assignment
 | * Tell students that today they will be creating their own balanced equations and writing or drawing a scenario to go along with it
* Expand on a problem from the algebra balance worksheet as an example
* Hand out and review the rubric
	+ Have students read aloud most of the boxes
* Tell them that when they are finished, they will be solving each other’s problems
 | * Before students begin the assignment, they will know all the expectations
 |
| 35 minutes | * Create their scenarios and answer keys
* Do self-assessment halfway through
* If they are finished, they can help other students with their problems or they can do math puzzle extensions
 | * Circulate and help
* Have them do their self-assessment halfway through
* If not done, finish the project for homework
 | * The last time that the students wrote their own word problems, they needed a lot of time. Since I’m having them create mini-posters that will be hung up around the room, I especially want to give them enough time to do quality work.
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