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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 |
| 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. |