|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 6 minutes | * Enter the room and take their seats
* Hang up posters around the room
* Put answer keys in a pile at the front of the room
 | * Greet students
* Ask them to hang up their posters (they should have finished for homework if necessary)
 | * Students need to prepare the room so that they can spend the rest of the class solving each other’s problems
 |
| 5 minutes | * Listen to the instructions
* Get into new pairs and go to a poster
* Ask questions they have about the assignment
 | * Hand out recording sheets to students
* Put the students in pairs
* Have each pair stand in front of a poster
* Tell them that for the rest of the class they’re going to rotate around the room with their partner at their own pace and solve their classmate’s problems
* Ask them to record their two equations and all their work for each problem in the designated spaces in the recording sheet. They will turn that in at the end of the day. Each person needs their own recording sheet.
* Tell them to check their answers with the answer keys after each problem
 | * Being with a partner will allow students to work together to solve the problems, which some of them may need
* Recording the equations and work for each problem will hopefully ensure that they actually do the work
* By allowing students to rotate around the room at their own pace, they will not feel rushed but will still get to solve several different problems
 |
| 40 minutes | * Solve problems with their partners
* Record their equations and work in the recording sheet
* Check answers with provided answer keys
 | * Circulate around the room and help as needed
 | * Students will be exposed to a variety of problems and will practice using balanced equations to model real-world scenarios
 |
| 1 minute | * Hand in recording sheet
 | * Collect recording sheet
 | * I can use their recording sheet to assess each student’s progress
 |